

2025-2026 Comprehensive School Support Plan

Profile Information	
Division: Culpeper County Public Schools	School: Pearl Sample Elementary School
Principal: Aly Hokanson	Federal Designations:
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>	
The principal and assistant principal will collaborate with Culpeper County Public School's Executive Director of Instruction, Executive Director of Human Resources, Director of Reading, Director of Special Education, and the division's Instructional Specialist for Math to look over and analyze data and discuss areas of need and goals. Pearl Sample Elementary School's administrative team (to include school principal, assistant principal, reading and math specialists) will have data and needs assessment meetings with central office staff to look for areas of improvement and research evidence and research-based strategies. Pearl Sample Elementary School's Coaching Team (to include school principal, assistant principal, reading and math specialists, and school's ITRT) will meet to look over needs assessment, school data, and suggested evidence and research-based strategies to create the school support plan. The Coaching Team will collaborate to create the final plan and will meet monthly to monitor plan and progress. The administrative team will meet weekly to monitor school data, monitor the implementation of the plan, and evaluate the plan. The administrative team will collect and maintain the school's state and county assessment data and progress monitoring data. The Reading Team will conduct weekly meetings with the division's Director of Reading to support instruction, review data, and monitor the implementation of the support plan.	

Domain I: Academic Supports	Content Area: English
Barrier(s): - Key challenges include student attendance and behavior, limited parental academic support, language barriers, and gaps in students' prior educational experiences. Chronic Absenteeism did decrease from 23.4% (23-24) to 20.6% (24-25). Additionally, we had 650 referrals for the 2024-2025 school year - We are a rapidly growing school, experiencing significant enrollment increases as a result of ongoing housing development in our community. Currently, our 4th and 5th grade classes average 31–32 students per classroom, with student-to-teacher ratios of 30.8 in 4th grade and 32.3 in 5th grade.	
SMART Goal Statement: Pearl Sample Elementary School will earn <u>20</u> out of 22.5 points under the Reading Index Value based on the VDOE Accountability Model by increasing the number of students scoring in the pass advanced range and reducing the number of students scoring in the basic or below basic range.	
(Evidence-based) Strategy Name: Grades K-3: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. https://drive.google.com/file/d/1SbMfnfzrK_O6fSgDZENF59tVpmSql313/view?usp=drive_link Tier of Evidence: Moderate Grades 4-5: Provide purposeful fluency-building activities to help students read effortlessly. https://drive.google.com/file/d/1p5pOuTvwrF-k5sha8dXc9ZlsF6e58r4t/view?usp=drive_link Tier of Evidence: Strong	Description: Teachers will ensure students in grades K-3 read connected text every day and monitor students' reading accuracy, fluency, and comprehension through formal assessments and Nationally Normed assessments and progress monitoring. Teachers in grades 4-5 will provide fluency-building activities and assessments to build and monitor students' fluency skills.

Student Measure #1: Spring 2026 Reading SOL Data (3-5)		Student Measure #2: Spring 2026 VALLS Data (K-2)		
Staff Measure #1: All new classroom teachers and reading specialists will complete the VLA Canvas Course by May 2026.		Staff Measure #2: All staff will receive meets or exceeds expectations, or receive instructional support, in the instructional delivery domain on all formal observations conducted by administration in 2 out of 3 observations for newly licensed and provisionally licensed teachers and 1 out of 1 observation for continuing contract teachers. Teachers not meeting this expectation will receive additional support from identified staff.		
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)
Plan and deliver reading PD on evidence based literacy strategies and support staff who teach reading - District Level Staff and Reading Specialists will plan and deliver reading PD 2 times per year.	August 2025	May 2026	Principal, Reading Specialists	Local

Teachers will model strategies, scaffold, and provide feedback to students to support their accurate and efficient word identification weekly.	August 2025	May 2026	Principal, Reading Specialists, Teachers	State
Reading Specialists, Math Specialist, ITRT will meet weekly with administration to address overall instructional needs.	August 2025	May 2026	Principal, Reading Specialists, Math Specialist, and ITRT	Local
Grades 3-5 Tier 3 students will use Lexia Core Targeting foundational based skills during the designated intervention time, which occurs five days a week for 30 minutes. Teachers and specialists will weekly monitor students' progress and create individualized instruction based on their needs.	August 2025	May 2026	Principal, Reading Specialists, Teacher	Local
Reading Specialists and admin will screen and progress monitor students (AIMSweb) to plan instruction and monitor growth on a weekly basis.	August 2025	May 2026	Principal, Reading Specialists, Teachers	Local

External contract with Ronis systems to support the implementation of reading interventions (i.e. UFLI)	September 2025	May 2026	Principal, Director of K-12 Literacy	Local
County contract with Lexia Success will meet throughout the year (3 times) to discuss success with the program and ways to support students and staff while using this intervention	September 2025	May 2026	Principal, Director of K-12 Literacy, and Reading Specialists	Local
Administration will align support personnel with the master schedule to ensure instructional support is maximized throughout the day on an on-going basis.	August 2025	May 2026	Principal	Local
Special Education Teachers, reading specialists, administrators, and Special Education Specialist will meet monthly to discuss specific students' academic progress based on district assessments and progress toward meeting IEP goals. Additional interventions and strategies will be implemented for students targeting specific weaknesses.	August 2025	May 2026	Office of Special Education, Principal	Local

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

The principal and assistant principal will collaborate with Culpeper County Public School's Executive Director of Instruction, Executive Director of Human Resources, Director of Reading, and the Director of Special Education to look over and analyze data and discuss areas of need and goals. Additionally, we will hold weekly meetings with the division's Director of Reading and monthly meetings with central office special education staff to support with data and instruction monitoring to support in plan evaluation.

<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)
County-wide Reading PD provided by Division Director of K-12 Literacy, PD to include explicit instruction on division EBI and how to support the strategy (7/30/25)	Completed by CCPS Director of Reading- Susan Campbell
Monthly Reading Network Meetings, discussing school's EBI and training on ways to incorporate in the classroom	Artifact in shared folder
Monthly Building Leadership Meeting, discussing EBI and school's comprehensive plan	Artifact in shared folder
Weekly Reading Network Meetings (admin, reading specialists) discussing school data and instruction	Artifact in shared folder
Staff Measures	Outcomes/Data

Staff Measure #1: All new classroom teachers and reading specialists will complete the VLA Canvas Course by May 2026.	
Staff Measure #2: All staff will receive meets or exceeds expectations, or receive instructional support, in the instructional delivery domain on all formal observations conducted by administration in 2 out of 3 observations for newly licensed and provisionally licensed teachers and 1 out of 1 observation for continuing contract teachers. Teachers not meeting this expectation will receive additional support from identified staff.	
Student Measures	Outcomes/Data
Student Measure #1: Spring 2026 VALLS Data (K-2)	
Student Measure #2: Spring 2026 Reading SOL Data (3-5)	

Domain I: Academic Supports		Content Area: Mathematics	
Barrier(s): - Key challenges include student attendance and behavior, limited parental academic support, language barriers, and gaps in students' prior educational experiences. Chronic Absenteeism did decrease from 23.4% (23-24) to 20.6% (24-25). Additionally, we had 650 referrals for the 2024-2025 school year - We are a rapidly growing school, experiencing significant enrollment increases as a result of ongoing housing development in our community. Currently, our 4th and 5th grade classes average 31–32 students per classroom, with student-to-teacher ratios of 30.8 in 4th grade and 32.3 in 5th grade.			
SMART Goal Statement: Pearl Sample Elementary School will maintain or perform better than 22 out of 22.5 points under the Math Index Value VDOE Accountability Model by increasing the number of students scoring in the pass advanced range and reducing the number of students scoring in the basic or below basic range.			
(Evidence-based) Strategy Name: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=47 Tier of Evidence: Strong		Description: Teachers will provide whole group and small group instruction on word problems and word problem strategies to deepen mathematical understanding.	
Student Measure #1: Spring 2026 Math SOL Data (3-5)		Student Measure #2: Spring 2026 VKRP and AIMSweb Data (K-2)	

Staff Measure #1: All staff will receive meets or exceeds expectations, or receive instructional support, in the instructional delivery domain on all formal observations conducted by administration in 2 out of 3 observations for newly licensed and provisionally licensed teachers and 1 out of 1 observation for continuing contract teachers.	Staff Measure #2: All staff will attend monthly math network meetings to receive professional development on current math best practices, review new standards and look over state curriculum guides and county pacing, monitor and analyze student data, and evaluate tier 1 instructional practices.
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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)
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 the EBI math PD. Math Specialists will facilitate and deliver the PD.	August 2025	May 2026	Math Specialist, Principal	State
Teachers in grades K-5 will provide appropriate instruction on word problem solving relating to grade level SOL.	August 2025	May 2026	Math Specialist, Principal, Teachers	State

Teachers in grades 2-5 will administer and reflect on benchmark assessment data. Assessment items will support the use of the word problem solving strategies.	September 2025	May 2026	Math Specialist, Principal, Teachers	State
Math specialist will provide monthly math PDs supporting the EBI via grade level meetings with teachers to monitor student data, modify instructional practices and make instructional plans.	September 2025	May 2026	Math Specialist, Principal, Teachers	State
Math Specialists will support the division in identifying deficiencies related to word problem solving from benchmark data and suggest remediation strategies.	September 2025	May 2026	Math Specialist, Principal	State
During documented observations of math classes, the administration will specifically note observed implementation of word problem-solving instruction.	August 2025	May 2026	Principal	State

Division Curriculum Specialist will create a checklist of problem solving EBI recommendations for administration.	September 2025	May 2026	Math Specialist, Division Curriculum Specialist	State
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The principal and assistant principal will collaborate with Culpeper County Public School's Executive Director of Instruction, Executive Director of Human Resources, Director of Special Education, and the division's Instructional Specialist for Math to look over and analyze data and discuss areas of need and goals.				
<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)		
County-wide Math PD provided by Division Math Specialists, PD to include explicit instruction on division EBI and how to support the strategy (7/31/25)		Completed by CCPS Curriculum Specialist- Renee Wootten		

August 20th - Building Leadership Meeting, discussing EBI and school's comprehensive plan	Artifact in shared folder- Create Link- Shared to anyone
Weekly team meeting minutes, discussing EBI, school data and instruction	Artifact in shared folder- Create Link- Shared to anyone
Monthly Building Leadership Meeting, discussing EBI and school's comprehensive plan	Artifact in shared folder- Create Link- Shared to anyone
Weekly Network Meetings (admin, reading specialists) discussing school data and instruction	Artifact in shared folder- Create Link- Shared to anyone
Staff Measures	Outcomes/Data
Staff Measure #1: All staff will receive meets or exceeds expectations, or receive instructional support, in the instructional delivery domain on all formal observations conducted by administration in 2 out of 3 observations for newly licensed and provisionally licensed teachers and 1 out of 1 observation for continuing contract teachers.	
Staff Measure #2: All staff will attend monthly math network meetings to receive professional development on current math best practices, review new standards and look over state curriculum guides and county pacing, monitor and analyze student data, and evaluate tier 1 instructional practices.	

Student Measures	Outcomes/Data
Student Measure #1: Spring 2026 VKRP and AIMSweb Data (K-2)	
Student Measure #2: Spring 2026 Math SOL Data (3-5)	