

2025-2026 Comprehensive School Support Plan

Profile Information	
Division: Culpeper County Public Schools	School: Sycamore Park Elementary School
Principal: Dan Birch	Federal Designations: Off-Track
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 Literacy, Executive 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. Sycamore Park's 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. Sycamore Park Elementary School's Leadership Team (to include school principal, assistant principal, reading and math specialists, school's ITRT, and a teacher representative from each team, and a paraeducator representative) will meet to look over needs assessment, school data, and suggested evidence and research-based strategies to create the school support plan. The Leadership 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 complete walk-throughs and formal observations in classrooms to monitor and evaluate evidence and research-based strategies implemented in the school's support plan. Weekly meetings with the division's Director of Literacy and weekly meetings with central office special education staff will support data and instruction monitoring to support in plan evaluation.	

Domain I: Academic Supports	Content Area: English
Barrier(s): -Based on the School Performance and Support Framework data released by VDOE, Sycamore Park Elementary scored 16.5 points out of 22.5 possible points on the reading mastery index. This does not support the school earning an overall framework score of 80% -Instructional Leadership Change	
SMART Goal Statement: Sycamore Park Elementary School will earn 18 out of 22.5 points under the Reading Index Value based on the VDOE Accountability Model by increasing the number of students scoring in pass range and reducing the number of students scoring in the 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		Student Measure #2: Spring 2026 VALLS Data (K-2)		
Staff Measure #1: 2nd-5th grade teachers will implement a routine that will provide a daily opportunity for students to read differentiated text and receive immediate, corrective feedback.		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 and reading fluency weekly. Teachers will implement a PALS strategy to ensure students are reading appropriate text daily and receiving corrective feedback.	August 2025	May 2026	Principal, Reading Specialists, Teachers	State
Coaching Meetings with Reading Specialists, Math Specialist, ITRT will meet weekly with administration to address overall instructional needs.	August 2025	May 2026	Principal, Reading Specialists, Teachers	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
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
Grades 2-5 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	August 2025	May 2026	Principal, Reading Specialists, Teachers	Local

students' progress and create individualized instruction based on their needs.				
Weekly meetings with Special Education Specialist to support Learning Support teachers implement Evidence Based Instruction.	September 2025	May 2026	SPED Specialist, Principal, Learning Support 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
Weekly Reading Meetings with specialists and Director of Literacy to review student data and monitor the implementation of the EBIs	September 2025	May 2026	Principal, Director of K-12 Literacy	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 Literacy, and the Executive Director of Special Education to look over and analyze data and discuss areas of need and goals. Additionally, we will hold monthly meetings with the division's Director of Reading and weekly 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. Evidence of progress would include documentation of IEP meeting dates and notes, schedules for ELL students and students with disabilities, dates and meeting minutes from Data Meetings with Central Office Staff, and checklist of peer observation completion. In addition, dates and follow ups notes from weekly meetings to include data reflection will be considered evidence to 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)	Teachers have implemented PALS reading. Teachers in grades 3-5 have incorporated read w/ in text with vocabulary instruction.
Leadership Meetings	-This month's leadership meetings will contain conversations about remediation plans for both math and reading.
Coaches Meeting 2025-2026	-This month the coaching team met to discuss Extended Day program, WIDA Testing, and module testing in reading.
Grade Level Meetings	-This month grade level meetings contained pacing and content to support evidence based literacy strategies.
Weekly Reading Meetings	-Created a template to review module testing data. Next month administration and reading team will meet with

	grades 3-5 to review student achievement and create next steps.
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Domain I: Academic Supports	Content Area: Mathematics
Barrier(s): Student attendance and behaviors, parental academic support, language barriers, and lack of background information: Chronic Absentism 2024-2025: 15% Overall Behavior Referrals (Sanctions) 2024-2025: 340 ESL Population 2024-2025:	
SMART Goal Statement: Sycamore Park Elementary School will maintain or perform better than 19.125 out of 22.5 points under the Math Index Value based on VDOE Accountability Model by increasing the number of students scoring in the pass advanced range and reducing the number of students scoring in the 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.		
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, Curriculum Specialist	Local

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.	August 2025	May 2026	Math Specialist, Principal	Local
Teachers in grades K-5 will provide appropriate instruction on problem solving relating to grade level SOL.	August 2025	May 2026	Math Specialist, Principal, Grade Level Teachers	Local
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	Local
Math Specialists will support the division in identifying deficiencies related to problem solving from benchmark data and suggest remediation strategies.	September 2025	May 2026	Math Specialist, Principal	Local
During documented observations of math classes, the administration will specifically note observed implementation of problem-solving instruction.	August 2025	May 2026	Administration	Local

Division Curriculum Specialist will create a checklist of problem solving EBI recommendations for administration.	September 2025	May 2026	Division Curriculum Specialist	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 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. Evidence of progress would include documentation of IEP meeting dates and notes, schedules for ELL students and students with disabilities, dates and meeting minutes from Data Meetings with Central Office Staff, and checklist of peer observation completion. In addition, dates and follow ups notes from weekly meetings to include data reflection will be considered evidence to 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
Leadership Meetings	-This month's leadership meetings will contain conversations about remediation plans for both math and reading.
Coaches Meeting 2025-2026	-At coaches all second quarter assessment data was reviewed by grade level. Also, following all meetings our math specialist provided instructional implications moving forward.
Grade Level Meetings	-This month grade level meetings contained pacing and content to support evidence based literacy strategies.