

Virginia's Comprehensive School Support Plan

Virginia's comprehensive school support plan (CSSP) integrates findings from Virginia's needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive school support plan, aligned to the Virginia Support Framework:

- Academic Supports: [Reading](#), [Math](#), [Science](#)
- [Staffing Supports](#)
- [Professional Learning Supports](#)
- School Climate Supports: [Chronic Absences](#), [Discipline](#)

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short-and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

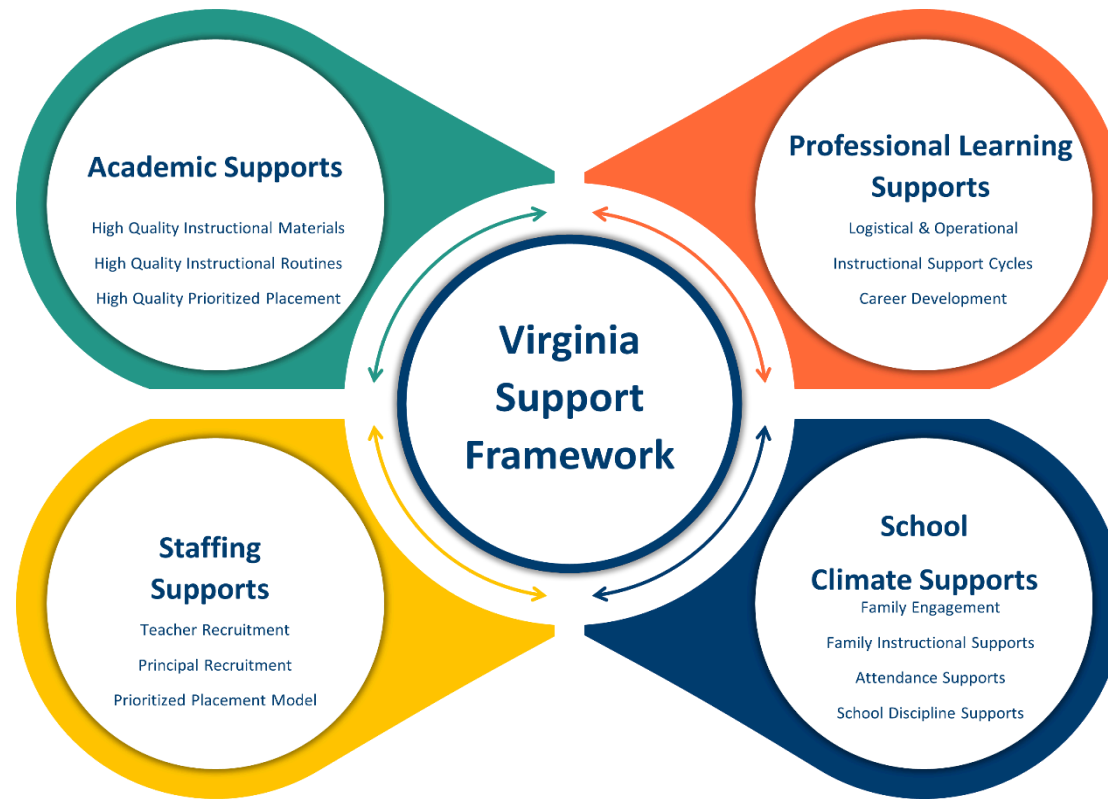
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.¹

How to use the Virginia Comprehensive School Support Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Support Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis **establishing SMART goals**, the **alignment to evidence and research-based strategies**, the **development and implementation of the plan**, and the artifacts to be regularly collected and analyzed for **progress monitoring**.

¹ In accordance with the Standards of Quality (SOQ) and Standards of Accreditation (SOA), all schools are to prepare a comprehensive, unified, long-range plan in conjunction with the division long-range comprehensive plan, and make it available to the public (SOQ, § 22.1-253.13:6.; SOA 8VAC20-131-390; 8VAC20-131-400). Under the Every Student Succeeds Act (ESSA), schools identified for comprehensive, targeted, and additional targeted support and improvement are required to develop plans based on a set criteria with state educational agency (SEA), local educational agency (LEA), and school approval (ESSA §1111(d)(1)(B); §1111(d)(2)(B)-(C))



Domain of Support	Description
<u>Academic</u>	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
<u>Staffing</u>	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
<u>Professional Learning</u>	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.
<u>School Climate</u>	Engaging with families and providing instructional materials, learning opportunities, and supports to improve attendance creates a welcoming culture. Connecting each student with an adult creates a safe and orderly environment.

Profile Information

Division: Winchester Public Schools

School: John Handley High School

Principal: Susan N. Braithwaite

Designations (if applicable): Accredited

Stakeholder/Family Engagement

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.

The school quality team is inclusive of all stakeholders.

Domain I: Academic Supports - Reading

Content Area: Reading

Barrier(s): Alignment, Rigor, and Engagement

SMART Goal Statement: By June 2025, decrease the failure rates of students by 10% on the VA English SOL tests. Reading Pass Rate in 2021-22 was 90.48%, 2022-23 was 87.30%, and it is anticipated to be at 94.75% for 2023-24

(Evidence-based) Strategy Name: Increase student motivation and engagement in literacy learning

Tier of Evidence: Moderate

Description: Teachers will provide a positive learning environment that promotes students' autonomy in learning by:

- Building students' decoding skills so they can read complex multisyllabic words
- Providing purposeful fluency-building activities to help students read effortlessly
- Routinely using a set of comprehension-building practices to help students make sense of the text.
- Building students' world and word knowledge so they can make sense of the text
- Consistently providing students with opportunities to ask and answer questions to better understand the text they read
- Teaching students a strategy to use routinely for determining the gist of a short section of text
- Teaching students to monitor their comprehension as they read.

A cohort of Reading teachers were trained during structured and consistent professional development in the science of reading. Through this work, there is a shared access and knowledge of instructional best practices in Reading with English teachers.

	<p>PLCS: evidence consistently shows their effectiveness in enhancing teacher collaboration, improving instructional practices, and ultimately boosting student outcomes.</p> <p>Tier 1 instructional Practice Professional Development to include opportunities to respond and positive to corrective statement ratio.</p>
Student Measure #1: Increase reading proficiency by 10 percent in targeted students in need of reading adapted instruction.	Student Measure #2: MAZE scores BOY, MOY, and EOY.
Staff Measure #1: The division Special Education Instructional Specialist, SPED MCL, English Supervisor and school instructional staff will work to ensure the English curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to English teachers in providing students with engaging instructional delivery that supports active, inquiry-based learning while integrating Tier 1 Instructional Practices and PLCs	Staff Measure #2: PLCs reading data 24-25

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)
Monitor implementation of an aligned written, tested, and taught curriculum, with clear, student friendly objectives with a focus on differentiation and engagement for our targeted populations (SWD, EL, Black, Hispanic, and Economically Disadvantaged) through the observation/walkthrough cycle.	August 2024	August 2025	SPED and EL MCL, Instructional Supervisor School Administration	State and local funding
Support PLCs in updating curriculum units using the UBD format and focusing on differentiation and providing targeted assistance.	August 2024	June 2025	SPED and EL MCL, Instructional Supervisor School Administration	State and local funding
Create an targeted intervention and remediation plan	August 2024	June 2025	SPED and EL MCL, Instructional Supervisor School Administration	State and local funding

Implement an assessment and data procedure in PLCs that include action plans	August 2024	June 2025	Instructional Supervisor Instructional Assistant	State and local funding
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
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)		
Observations, evaluative and walk-through, will be conducted and explicit feedback will be given to reading teachers. "Look fors" include showing evidence of aligned content delivery, data-driven differentiation, PLCs, the Tier 1 Instructional strategy and student engagement (observation schedules).		Leadership and Instructional Meetings		
PLCs will meet to discuss student data and best instructional practices (agendas)		Leadership and Instructional Meetings		

Domain I: Academic Supports - Math		Content Area: Math
Barrier(s): Alignment, Rigor, and Engagement		
SMART Goal Statement: : By June 2025, decrease the failure rates of students on the Math Science SOL tests (Algebra 1, Algebra II, Geometry). Baseline data includes the following SOL pass rates: Math Pass Rate in 2021-22 was 78.43%, 2022-23 was 73.56%, and 88.65% for 2023-24		
<p>(Evidence-based) Strategy Name: Teach students to intentionally choose from alternative algebraic strategies when solving problems.</p> <p>Tier of Evidence: Moderate</p>	<p>Description: We will teach students to recognize and generate strategies for solving problems by: Implementing Math Workshop</p> <p>A core group of Math teachers, that formed a cohort, were trained in two evidence-based instructional strategies, the Scientific Phenomena Approach and Scientific Sensemaking. Through this work, there is a shared access and knowledge of instructional best practices in math.</p> <p>Math Workshops: shows increased student engagement, motivation, and overall math achievement. This is often supported by pre- and post-assessment data indicating improvements in student performance.</p> <p>PLCS: evidence consistently shows their effectiveness in enhancing teacher collaboration, improving instructional practices, and ultimately boosting student outcomes.</p> <p>Math 180:Several studies have shown that students who participate in Math 180 demonstrate significant gains in mathematics proficiency compared to their peers who do not participate in the program.</p>	
<p>Student Measure #1: At least 85% of students will pass Common Formative Assessments (CFAs) and SOL tests in math by May 2025.</p>	<p>Student Measure #2:</p>	
<p>Staff Measure #1: The division Special Ed Instructional Specialist, SPED, MCL , Math Supervisor and school instructional staff will work to ensure the math curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to math teachers on providing students with engaging instructional delivery that supports active, inquiry-based learning while integrating Math Workshop, Math 180 and PLCs.</p>	<p>Staff Measure #2:</p>	

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)
Monitor implementation of an aligned written, tested, and taught curriculum, with clear, student friendly objectives with a focus on differentiation and engagement for our targeted populations (SWD, EL, Black, Hispanic, and Economically Disadvantaged) through the observation/walkthrough cycle.	August 2024	June 2025	Instructional Supervisor School Administration	State and local funding
Support PLCs in updating curriculum units using the UBD format and focusing on differentiation	August 2024	June 2025	Instructional Supervisor School Administration	State and local funding
Create an targeted intervention and remediation plan	August 2024	June 2025	Instructional Supervisor School Administration	State and local funding
Implement an assessment and data procedure in PLCs that include action plans	August 2024	June 2025	Instructional Supervisor Instructional Assistant	State and local funding

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

The LEA can organize targeted professional development sessions for teachers. These workshops can focus on the principles and best practices of the Math Workshop model, including differentiated instruction, student engagement techniques, and effective use of manipulatives. The LEA will support the alignment of the Math Workshop strategy with state and national math standards. The LEA can develop or distribute curriculum guides that help teachers integrate workshop principles into their lesson plans effectively.

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)
Observations, evaluative and walk-through, will be conducted and explicit feedback will be given to Math teachers. Look fors include showing evidence of aligned content delivery, data-driven differentiation, the Math Workshop instructional strategy and student engagement (observation schedules).	Leadership and Instructional Meetings
PLCs will meet to discuss student data and best instructional practices (agendas)	Leadership and Instructional Meetings

Domain I: Academic Supports - Science		Content Area: Science		
Barrier(s): Alignment, Rigor, and Engagement				
SMART Goal Statement: : By June 2025, decrease the failure rates by 10% on the VA Science SOL tests (Earth Science, Biology, & Chemistry). Science Pass Rate in 2021-22 was 64.41%, 2022-23 was 51.94%, and it is anticipated to be at 76.80% for 2023-24				
(Evidence-based) Strategy Name: Encourage Girls in Science by Providing prescriptive, informational feedback Tier of Evidence: Moderate		Description: Teachers will provide students with prescriptive, informational feedback regarding their performance in science courses by: A core group of science teachers, that formed a cohort, were trained in two evidence-based instructional strategies, the Scientific Phenomena Approach and Scientific Sensemaking. Through this work, there is a shared access and knowledge of instructional best practices in science.		
Student Measure #1: At least 70% of students will pass Common Formative Assessments (CFAs) and SOL tests in science by May 2025.		Student Measure #2:		
Staff Measure #1: The division Science Supervisor, SPED MCL and school instructional staff will work to ensure the science curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to science teachers on providing students with engaging instructional delivery that supports active, inquiry-based learning while integrating Scientific Phenomena Approach and Scientific Sensemaking.		Staff Measure #2:		
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)
Monitor implementation of an aligned written, tested, and taught curriculum, with clear, student friendly objectives with a focus on differentiation and engagement for our targeted populations (SWD, EL, Black, Hispanic, and Economically Disadvantaged) through the observation/walkthrough cycle.	August 2024	June 2025	Instructional Supervisor School Administration	State and local funding

Support PLCs in updating curriculum units using the UBD format and focusing on differentiation	August 2024	June 2025	Instructional Supervisor School Administration	State and local funding
Create an targeted intervention and remediation plan	August 2024	June 2025	Instructional Supervisor School Administration	State and local funding
Implement an assessment and data procedure in PLCs that include action plans	August 2024	June 2025	Instructional Supervisor Instructional Assistant	State and local funding
<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)		
Observations, evaluative and walk-through, will be conducted and explicit feedback will be given to science teachers. Look fors include showing evidence of aligned content delivery, data-driven differentiation, the Scientific Phenomena Approach, and Scientific Sensemaking and student engagement (observation schedules).		Leadership and Instructional Meetings		
PLCs will meet to discuss student data and best instructional practices (agendas)		Leadership and Instructional Meetings		

Domain II: Staffing Supports

Barrier(s): Competing with the salary scales in neighboring school divisions

SMART Goal Statement: By the end of the fiscal year, reduce employee migration from JHHS to neighboring divisions by 20% through the implementation of targeted retention strategies and adjustments to the compensation structure.

<p>(Evidence-based) Strategy Name: Competitive salary, bonuses, and staff recognition efforts</p> <p>Tier of Evidence:</p>	<p>Description: Budget priority will include staff pay raises, signing bonuses (for critical shortage areas), and schools will recognize teachers with appreciation events and recognition in newsletters.</p>
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<p>Student Measure #1: 85% of students will be taught by licensed teachers</p>	<p>Student Measure #2:</p>
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<p>Staff Measure #1: By December 2025, division administration will prioritize salary increases and signing bonuses for hard to staff positions.</p>	<p>Staff Measure #2: By August 2024, school administration and the hospitality committee will create a staff appreciation calendar and will work to ensure teachers are recognized each month through teacher appreciation activities and other recognition events.</p>
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Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>
<p>Division staff will bring a budget to the school board and city council that includes pay raises and signing bonuses for hard to staff positions.</p>	<p>December 2024</p>	<p>May 2025</p>	<p>Assistant Superintendent</p>	<p>Local, State, & Federal</p>
<p>Teachers will be recognized through weekly and special events</p>	<p>August 2024</p>	<p>ongoing</p>	<p>Principal</p>	<p>Local</p>

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

Division staff will bring a budget to the school board and city council that includes pay raises and signing bonuses.

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)
Updated salary scales and signing bonus distribution list	December: May:
Monthly hospitality meetings and events calendar	August:

Domain III: Professional Learning Supports

Barrier(s): Staff operate on a 4 x 4, A/B hybrid schedule. Planning time is definitely a barrier for our staff.

SMART Goal Statement: By the end of the year, all SOL subjects will implement PLCs with fidelity

(Evidence-based) Strategy Name: Not available
Tier of Evidence:

Description: Professional Learning Communities (PLCs) offer a wide range of benefits for educators, students, and the overall school environment. Here are some key advantages:

1. Collaboration and Support

- **Shared Expertise:** Teachers collaborate to share knowledge, skills, and experiences, which enhances professional growth and practice.
- **Emotional Support:** PLCs provide a supportive environment where educators can discuss challenges, celebrate successes, and motivate each other.

2. Improved Instructional Practices

- **Focused Professional Development:** PLCs allow educators to engage in targeted learning that is directly applicable to their teaching practices, leading to improved instructional strategies.
- **Data-Driven Decisions:** Teachers can analyze student data collectively, identifying trends and adjusting instructional approaches to meet students' needs.

3. Enhanced Student Outcomes

- **Increased Student Engagement:** Collaborative planning and sharing of best practices can lead to more engaging and effective teaching methods, ultimately benefiting student learning.
- **Focused Interventions:** PLCs can help identify at-risk students and develop targeted interventions to support their learning.

4. Continuous Improvement

- **Reflective Practice:** Educators engage in ongoing reflection about their teaching practices, promoting a culture of continuous improvement and lifelong learning.
- **Accountability:** Teachers hold each other accountable for their professional growth and student outcomes, fostering a sense of responsibility for student success.

Student Measure #1: At least 70% of students will pass Common Formative Assessments (CFAs) and SOL tests in science, english and math by May 2025

Student Measure #2:

Staff Measure #1: 100% of staff in SOL contents will utilize in-house staff as well as district support staff to implement PLCs that are associated with data-based problem solving, intervention strategies, and cultural shifts in PLCs.	Staff Measure #2:
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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)
Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	August 2024	June 2025	School Administration	State and local funding
Solution Tree PLC Coach	September 2024	June 2025	School Administration	State and local funding
All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based instructional strategies	August 2024	June 2025	School Administration	State and local funding
The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.	August 2024	June 2025	School Administration	State and local funding

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

The LEA monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. The LEA/School offers an induction program to support new teachers in their first years of teaching.

**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)
PLC Schedule and Agenda	Leadership and Instructional Meetings

Domain IV: School Climate Supports - Chronic Absenteeism

Barrier(s): Student Engagement

SMART Goal Statement: By June 2025, John Handley High School will reduce the chronic absenteeism by 3% through the implementation of targeted interventions addressing root causes for absences (transportation barriers, health issues, student motivation, and lack of parental involvement).

<p>(Evidence-based) Strategy Name: Personalize the learning environment and instructional process Tier of Evidence: Moderate</p>	<p>Description: We will personalize the learning environment and instructional process by implementing: Judges IX - structured freshman programming Innovation Center - CTE focused Family outreach programming through family liaisons, teachers, and administrative staff.</p>
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<p>Student Measure #1: Monthly chronic absenteeism data beginning with the 2024-25 school year will be at least 10% lower than it was in the previous school year.</p>	<p>Student Measure #2: Students will meet criteria for participating in attendance incentives.</p>
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<p>Staff Measure #1: Staff will call parents when students accumulate three absences. Future absences will require parents to come in for an attendance conference and a social worker will be assigned to monitor the students' attendance. In addition, MTSS teams will plan attendance incentives for students to encourage regular school attendance.</p>	<p>Staff Measure #2: Staff members will plan meaningful attendance incentives for students by surveying students to gather interest.</p>
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Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>
<p>The division family liaison will monitor student attendance, call parents, send attendance letters, and schedule truancy meetings with parents of chronically absent students</p>	<p>August 2024</p>	<p>May 2025 and ongoing</p>	<p>Principal and Family Liaison</p>	<p>State and Local</p>
<p>MTSS teams will plan attendance incentives for students to encourage regular school attendance.</p>	<p>August 2024</p>	<p>May 2025 and ongoing</p>	<p>Principal and MTSS team members (including social worker)</p>	<p>State and local</p>

The principal will work with the MTSS team to plan parental involvement activities (International Nights, movie nights, awards programs, open houses, and student-led conferences)	August 2024	May 2025 and ongoing	Principal and MTSS team members (including social worker)	State and local
A second chance breakfast will be offered to late arrival students	August 2024	May 2025	Principal and MTSS team members (including social worker)	Federal, State, and Local
An attendance recovery plan will be developed for after school restriction, after school remediation and Saturday school remediation.	June 2024	May 2025	Principal and MTSS team members (including social worker)	Federal, State and Local
School counseling teams will use data to create small support groups for chronically absent students within their success teams as part of RAMP.	August 2024	May 2025 and ongoing	Principal and MTSS team members (including social worker)	State and Local
Create clear procedures for taking accurate attendance with clear defined codes.	August 2024	May 2025 and ongoing	Principal and MTSS team members (including social worker)	State and Local

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

The division will provide monthly attendance data, provide social worker support to families with attendance challenges, and work with court services as needed.

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)
Monthly attendance data shared by student services department and shared with school staff (data reports)	August 2025
Attendance incentives planned for students (calendar of events)	August 2025
Family and community involvement events (calendar of events)	August 2025

Domain IV: School Climate Supports - Discipline

Barrier(s): School Belonging

SMART Goal Statement: By June 2025, John Handley High School will reduce discipline by 10% through the implementation of targeted interventions addressing root causes through PBIS rewards data.

<p>(Evidence-based) Strategy Name: Create small, personalized communities to facilitate monitoring and support. Tier of Evidence: Moderate</p>	<p>Description: We will create teams of teachers that share common groups of students. Success Teams Family outreach programming through family liaisons, teachers, school social workers, and administrative staff.</p>
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<p>Student Measure #1: Monthly discipline data beginning with the 2024-25 school year will be at least 10% lower than it was in the previous school year.</p>	<p>Student Measure #2: Students will meet criteria for participating in PBIS incentives.</p>
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<p>Staff Measure #1: Staff will use PBIS rewards to document referrals and use Talking Points to communicate the referral to parents. PBIS meetings will take place monthly to review data, share strategies with departments and communicate with stakeholders.</p>	<p>Staff Measure #2: Staff members will plan meaningful PBIS incentives for students by surveying students to determine incentives and gather interest.</p>
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Action Plan

<p style="text-align: center;">Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p style="text-align: center;">Start of Action Step</p>	<p style="text-align: center;">End of Action Step</p>	<p style="text-align: center;">Position Responsible for Monitoring</p>	<p style="text-align: center;">Budget (local, state, federal funds)</p>
<p>Attendance liaison will monitor student attendance, call parents, send attendance letters, and schedule truancy meetings with parents of chronically absent students</p>	<p>August 2024</p>	<p>May 2025 and ongoing</p>	<p>Principal and Family Liaison</p>	<p>State and local</p>
<p>MTSS teams will plan PBIS incentives for students to encourage regular school attendance.</p>	<p>August 2024</p>	<p>May 2025 and ongoing</p>	<p>Principal and MTSS team members (including social worker)</p>	<p>State and local</p>
<p>The principal will work with the MTSS team to plan parental involvement activities (International Nights, movie nights, awards programs, open houses, and student-led conferences)</p>	<p>August 2024</p>	<p>May 2025 and ongoing</p>	<p>Principal and MTSS team members (including social worker)</p>	<p>State and local</p>

to improve student and teacher relationships -consistency in enforcing school expectations -interactive and engaging lessons -inclusive atmosphere	August 2024	May 2025 and ongoing	Principal and MTSS team members	State and local
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Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The division will provide monthly attendance data, provide social worker support to families with attendance challenges, and work with court services as needed.

**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)
Monthly PBIS data shared by the school PBIS team and shared with school staff (data reports)	Leadership, Instructional and Department Chair Meetings
PBIS incentives planned for students (calendar of events)	Leadership, Instructional and Department Chair Meetings
PBIS walkthroughs	Leadership, Instructional and Department Chair Meetings