

**Profile Information**

<b>Division:</b> Danville Public Schools	<b>School:</b> Activ8 STEM Academy
<b>Principal:</b> Brittany Scott	<b>Designations (if applicable):</b> N/A

**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.*

*At our STEM Academy, we prioritize continuous stakeholder engagement in our school improvement process. We involve internal stakeholders (teachers, staff, students) through surveys, focus groups at Second Cup of Coffee Meetings, and staff meetings to assess needs and challenges. External stakeholders (parents, community leaders, local organizations) engage through parent-teacher meetings, PFAC Meetings, and partnerships with local businesses and institutions like IALR to ensure diverse perspectives on student needs and workforce alignment. A Leadership Team will develop the improvement plan, with transparent communication via newsletters, the school website, and informational sessions. Regular feedback meetings and annual reviews will allow stakeholders to monitor progress and make adjustments, ensuring an inclusive, data-driven approach to continuous improvement.*

<b>Domain I: Academic Supports</b> Focus Area: HQIM	<b>Content Area: English, Math, Science</b>
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**Barrier(s):**

- *Student accountability*
- *Compact testing schedule*
- *AM/PM class timing*
- *Student stamina*
- *Teacher/parent/student expectations*

**SMART Goal Statement:**

**READING School-level Goal #1:** By June 2026, we will increase the percentage of students achieving an advanced score on the VA Reading SOL tests by 5%.

- **Baseline data:** 3rd grade advanced: from 15% to 20%; 4th grade advanced: from 12% to 17%; 5th grade advanced: from 7% to 12%, 6th grade advanced from 15% to 20%

**MATH School-level Goal #2:** By June 2026, we will increase the percentage of students achieving an advanced score on the VA math SOL tests by 5%.

- **Baseline data:** 3rd grade advanced: from 8% to 13%; 4th grade advanced: from 4% to 9%; 5th grade advanced: from 2% to 7%; 6th grade advanced from 3% to 8%

**VIRGINIA STUDIES: School-level Goal #3:** By June 2026, we will increase the percentage of all students passing the VA Virginia Studies SOL test to 80 % proficient.

- **Baseline data:** 61%

**ALGEBRA 1 MATH School-level Goal #4:** By June 2026, we will achieve 80% proficiency in the percentage of all students passing the VA Algebra SOL test.

- **Baseline data:** Not available.

**SCIENCE School-level Goal #5:** By June 2025, we will increase the percentage of all students passing the VA Science SOL test to 80%.

- **Baseline data:** 5th grade: 76%

These goals focus on improving overall student performance, with targeted goals for increasing advanced scores and scores within science, reading, and Virginia studies and math, aiming to reach an 80% pass rate or increasing percentage of students achieving an advanced score by 5%.

**(Evidence-based) Strategy Name: Strong**

**Tier of Evidence:** Implement [High-Quality Instructional Materials \(HQIM\) framework](#) (VDOE document) ([Reading Comprehension: Effects of Individualized, Integrated Language Arts as a Reading Approach with Struggling Readers](#) and [Classroom instruction, child X instruction interactions and the impact of differentiating student instruction on third graders' reading comprehension](#).)

**Description:** Implementing high-quality instructional materials (HQIM) involves utilizing standards-aligned, research-based resources designed to support effective teaching practices, improve student learning outcomes, and address diverse learner needs.

This study examines the effects of individualized, integrated language arts approaches and differentiated instruction on struggling third-grade readers' comprehension, focusing on classroom instruction and child-instruction interactions.

**Student Measure #1:**

By June 2026, we will see a 5% increase in the students demonstrating advanced proficiency on the division interim assessments in reading and math.

**Student Measure #2:**

By June 2026, 80% of all students will demonstrate proficiency on the division interim assessments in Algebra 1, Virginia studies, and science.

**Staff Measure #1:**

By June 2026, 100% of the grades 3-7 teachers will participate and demonstrate the application of the learned implementation of HQIM as noted on the evidence-based feedback given on the walkthrough and observation tools.

**Staff Measure #2:**

By June 2026, 100% of classroom teachers will demonstrate application of the learned evidence-based intervention/strategy during differentiated instruction based on the student's individualized needs as noted on the evidence-based feedback given on the walkthrough and formal observation tools.

**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)
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<p>Conduct training for grades 3-7 teachers on the implementation of High-Quality Instructional Materials (HQIM) aligned with HQIM standards, research-based resources, and strategies to improve student learning outcomes. g Training shall include a focus lens on literacy, math fluency, the 5 E’s for science, and differentiation for all students (including advanced curriculum connections for those demonstrating proficiency).  <a href="#">(Reading Comprehension: Effects of Individualized, Integrated Language Arts as a Reading Approach with Struggling Readers and Classroom instruction, child X instruction interactions and the impact of differentiating student instruction on third graders’ reading comprehension.</a>  <a href="#">DPS Literacy Plan</a>        (Title I Component 3)</p>	<p>July 2025</p>	<p>August 2026</p>	<p>Administrators</p>	<p>No Associated Cost</p>
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<p>Administrative walkthroughs and formative and summative assessments will provide evidence-based feedback and ensure HQIM implementation fidelity across reading, math, and science, with a focus lens on literacy, math fluency, and the 5 E's for science.</p> <p><a href="#">DPS Literacy Plan</a> (Title I Component 3)</p>	<p>August 2025</p>	<p>May 2026</p>	<p>Administrators Instructional Coaches</p>	<p>No Associated Cost</p>
<p>Implement an acceleration model through double-dose instruction (<a href="#">Reading Comprehension: Effects of Individualized, Integrated Language Arts as a Reading Approach with Struggling Readers</a> and <a href="#">Classroom instruction, child X instruction interactions and the impact of differentiating student instruction on third graders' reading comprehension.</a>) during the school day and after-school tutoring focused on</p>	<p>September 2025</p>	<p>April 2026</p>	<p>Administrators Instructional Coach</p>	<p>???</p>

<p>literacy, math, and science proficiency, with a focus lens on literacy, math fluency, and the 5 E’s for science.</p> <p><a href="#">DPS Literacy Plan</a> (Title I Component 2)</p>				
<p><b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b></p>				
<p>The LEA provides initial and ongoing training in HQIM and selected strategies. Division staff conduct walkthroughs and monitor assessment data to provide timely feedback to staff and school leaders. Division staff will provide support through participation in school Professional Learning Communities to cultivate collaborative efforts to implement and monitor strategies.</p>				
<p><b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b> <b><u>Analysis:</u> Address impact and next steps.</b></p>				
<p><b>Evidence of Progress (update monthly)</b></p>		<p><b>Analysis of Progress (update monthly)</b></p>		
<p>HQIM Training Agenda</p>	<p>Review training effectiveness based on alignment to HQIM standards in lesson plans.</p>			
<p>Walkthrough tracker, master data tracker for assessments, and examples of feedback given on lesson plans and observations.</p>	<p>Assess HQIM implementation fidelity and instructional adjustments through observation data and student performance on benchmark assessments.</p> <p><b>Lesson Plan Feedback</b></p> <p><b>Observations - Checklist</b></p>			

	<p>3 Min Walkthrough</p> <p>Formal Observations</p> <p>Activ8 Evaluation Report</p> <p><a href="#">HQIM Look For</a></p>
<p>Master data tracker and tutoring attendance/progress tracker.</p>	<p>Evaluate the impact on student proficiency through data comparisons, tracking growth and progress for targeted students in tutoring sessions.</p> <p><a href="#">Master Data Tracker</a></p> <p>Double dose tracker (3-5)</p> <p>Afterschool Tracker</p>
<p>A robust family engagement calendar collaboratively planned by all stakeholders.</p>	<p>90% of the originally planned activities have been successfully implemented, demonstrating strong progress.</p> <p><a href="#">Family Engagement Calendar 25-26</a></p>

## Domain II: Staffing Supports

Focus Area: Teacher Recruitment/Retention

### Barrier(s):

- Shortage of qualified applicants
- Increased demands on teaching profession
- Time constraints

**SMART Goal Statement:**

During the 2025-2026 school year, Activ8 will implement strategies to retain 90% of its teachers, excluding retirees, promotions, and involuntary school transfers.

(Baseline data: 2024-2025-92%)

**(Evidence-based):** [Cultivating Collaboration for Teacher Retention](#)

**Description:** Implementing structured opportunities for collaboration among teachers, including grade-level and subject-area meetings, mentorship programs for new teachers, and virtual or in-person networking, to create a supportive professional community that enhances teacher satisfaction and retention.

**Student Measure #1:**

By June 2025, we will increase the percentage of all students passing the VA Reading, Math, and Science SOL test to 80%.

**ELA Baseline data:** 3rd grade: 66.22%; 4th grade: 72.73%; 5th grade: 78.85%

**MATH Baseline data:** 3rd grade: 67.61%; 4th grade: 59.46%; 5th grade: 66.67%

**SCIENCE Baseline data:** 5th grade: 66.07%

**Student Measure #2:**

By June 2025, we will increase the percentage of Black and economically disadvantaged students passing the VA Reading, Math, and Science SOL to 80%.

**BLACK STUDENTS Baseline data:** 61.24%

**ECONOMICALLY DISADVANTAGED Baseline data:** 64.36%

**Staff Measure #1:** 100% of new-to-teaching teachers will participate in the division’s new teacher mentoring/advisory program.

**Staff Measure #2:** 90% of teachers will respond favorably to yearly school climate/culture surveys regarding support and communication from the administration.

**Action Plan**

<b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget</b> (local, state, federal funds)
Culture <input checked="" type="checkbox"/> Culture Calendar-Activ8.xlsx				
Facilitate weekly grade-specific PLCs where teachers collaboratively analyze student data, discuss instructional strategies, and plan targeted interventions based on grade-level needs. (Title I Component 4)	August 2025	May 2025	Instructional Coaches	No Associated Cost
Conduct monthly department meetings for subject-area teachers to discuss curriculum alignment, share instructional resources, and identify subject-specific needs for student improvement. (Title I Component 4)	August 2025	May 2025	Department Heads	No Associated Cost
Implement coaching cycles for targeted teachers to support instructional improvement, focusing on data-driven and individualized strategies for student growth.	August 2025	May 2025	Instructional Coaches	No Associated Cost

(Title I Component 4)				
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
The LEA will support by analyzing survey data on staff turnover, monitoring the effectiveness of professional development and mentoring processes, and reviewing data analytics to identify trends and areas for improvement in staff support and retention. Division staff will also provide ongoing tiered instructional support for teaching staff.				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b>				
<b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		
PLC agendas, faculty calendar, attendance records, and documented meeting notes.		Analyze the impact of grade-specific PLC discussions by tracking student performance trends and instructional adjustments across grades. <a href="#">PLC agendas</a> <a href="#">Faculty calendar</a> <a href="#">Attendance records</a> <a href="#">Lesson Plan Feedback</a> <a href="#">Perform - Observations - Checklist</a> <a href="#">Perform - 3 Min Walkthrough</a> <a href="#">Perform - Formal Observations</a>		
Department meeting agendas, faculty calendar, and notes from discussions on curriculum and resources.		Assess subject-area alignment and resource-sharing effectiveness by reviewing meeting outputs and observing curricular consistency. <a href="#">Data PLC - Reading</a> <a href="#">Data PLC - Math</a> <a href="#">Data PLC - Science</a> <a href="#">Data PLC - Social Studies</a>		

<p>Coaching cycle documentation, observation notes, and progress summaries from each cycle reflecting teacher growth.</p>	<p>Review coaching documentation to gauge the impact on instructional practices and gather teacher feedback for further cycle refinement.</p> <p><a href="#">Coaching Logs</a>  <a href="#">Lesson Plan Feedback</a>  <a href="#">Perform - Observations - Checklist</a>  <a href="#">Perform - 3 Min Walkthrough</a>  <a href="#">Perform - Formal Observations</a></p>
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**Domain III: Professional Learning Supports**

Focus Area: Professional Learning and Development

**Barrier(s):**

- Limited collaboration, planning time
- Limited, effective feedback from walkthroughs
- Lack of teacher accountability
- Instructional coaching cycles interrupted due to their placement in the classroom
- High demand for teacher support

**SMART Goal Statement:** During the 2025-26 school year, the School Leadership Team will equip instructional staff with evidence-based professional learning that directly targets and enhances student learning outcomes as measured by an overall average of 90% of teachers rating effective or highly effective on the VDOE Teacher Performance Evaluation System.

(Baseline: 2023-24-100%)

**(Evidence-based) Strategy Name:** Provide professional learning on *Standard 3 according to data based on [VDOE Teacher Performance Evaluation System](#). (See page 37) [Reading Comprehension: Effects of Individualized, Integrated Language Arts as a Reading Approach with Struggling Readers](#) and [Classroom instruction,](#)*

**Description:** Provide targeted professional learning focused on Standard 3 of the VDOE Teacher Performance Evaluation System, using data to address instructional planning and delivery. This training will equip teachers with research-based strategies to improve lesson design, differentiation, and engagement practices to enhance student learning outcomes across all content areas.

<p><a href="#">child X instruction interactions and the impact of differentiating student instruction on third graders' reading comprehension.</a></p> <p><b>Tier of Evidence:</b> Strong</p> <p>The school will also implement Danville's <a href="#">HITS</a> (High Impact Teaching Strategies).</p>	
<p><b>Student Measure #1:</b></p> <p>By June 2025, we will increase the percentage of all students passing the VA Reading, Math, and Science SOL test to 80%.</p> <p><b>ELA Baseline data:</b> 3rd grade: 66.22%; 4th grade: 72.73%; 5th grade: 78.85%</p> <p><b>MATH Baseline data:</b> 3rd grade: 67.61%; 4th grade: 59.46%; 5th grade: 66.67%</p> <p><b>SCIENCE Baseline data:</b> 5th grade: 66.07%</p>	<p><b>Student Measure #2:</b></p> <p>By June 2025, we will increase the percentage of Black and economically disadvantaged students passing the VA Reading, Math, and Science SOL to 80%.</p> <p><b>BLACK STUDENTS Baseline data:</b> 61.24%</p> <p><b>ECONOMICALLY DISADVANTAGED Baseline data:</b> 64.36%</p>
<p><b>Staff Measure #1:</b></p> <p>During the 2025-26 school year, for identified teachers, we will increase the number of instructional coaching sessions from an average of 2 to an average of 4 every 6 weeks.</p>	<p><b>Staff Measure #2:</b></p> <p>During the 2025-26 school year, 100% of faculty meetings will include professional learning related to 1 of the indicators for Standard 3 of the Virginia Teacher Performance Evaluation System.</p>

**Action Plan**

<b>Action Steps</b> <b>(Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Conduct weekly Professional Learning Community (PLC) meetings focused on Standard 3, where teachers collaboratively analyze instructional practices and student data to inform lesson planning and delivery. (Title I Component 3; Title I Component 4)	August 2025	May 2026	Instructional Staff	No Associated Cost
Facilitate monthly professional development-focused faculty meetings that emphasize research-based strategies aligned with Standard 3, providing opportunities for skill-building and collaborative discussions among all staff. (Title I Component 3; Title I Component 4)	August 2025	May 2026	Administration Instructional Coaches	No associated cost
Implement weekly instructional coaching sessions for targeted teachers to enhance lesson design and engagement strategies,	August 2025	May 2026	Instructional Coaches	No associated cost

<p>ensuring that feedback aligns with the VDOE Teacher Performance Evaluation System.        (Title I Component 3; Title I Component 4)</p>				
<p>Conduct an professional development school wide introductory workshop on Ron Clark House System and classroom visitation on how to implement within the classroom and provide additional support. (As needed) Additional planning with PLCs for house meetings.</p>	<p>August 2025</p>	<p>May 2026</p>	<p>All Staff</p>	<p>No associated cost</p>
<p>Conduct a professional development on effective lesson planning regarding cross-curriculum, integration, and STEM extension.        Conduct a professional development in Virginia Studies, STEMScopes and Project Lead the Way. Provide an overview and walkthrough as needed.        Question and Answer for Science and Social Science. Planning backwards.</p>	<p>August 2025</p>	<p>May 2026</p>	<p>All Staff</p>	<p>No associated cost</p>

Provide professional development/quick overview on Cognia observations.	August 2025	May 2026	Aanessa McKain	No associated cost
Support the teacher accountability to align with Professional Development. Provide key and focused look-fors regarding three minute walk-throughs.	August 2025	May 2026	Lead School Mentor	No associated cost

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

The LEA provides ongoing professional learning that supports, enhances, and reinforces high impact teaching strategies. Division staff monitor and provide support to ensure school progress in completing the evaluation process.

**Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.**

**Analysis: Address impact and next steps.**

<b>Evidence of Progress (update monthly)</b>	<b>Analysis of Progress (update monthly)</b>
Meeting agendas, participation records, and documented discussion points related to Standard 3.	Evaluate the effectiveness of PLCs by analyzing shifts in instructional practices and correlating them with student performance data. <a href="#">Master data tracker</a> <a href="#">PLC Agenda - ELA</a> <a href="#">PLC Agenda - Math</a> <a href="#">PLC Agenda - Science</a>

	<a href="#">PLC Agenda - Social Studies</a> <a href="#">Perform - 3 Min Walkthrough</a> <a href="#">Perform - Formal Observations</a>
Meeting agendas and notes of key takeaways and strategies discussed in faculty meetings.	Review the effectiveness of faculty meetings by tracking the implementation of discussed strategies in classrooms.  Lesson Plan Feedback Observations - Checklist <a href="#">3 Min Walkthrough</a> <a href="#">Formal Observations</a>
Coaching logs and observation notes detailing improvements in instructional strategies and teacher development.	Analyze student assessment data and observation data to determine the impact on teaching practices and student learning outcomes as reflected in assessment results.  <a href="#">Master Data Tracker</a>

## Domain IV: School Climate Supports

Focus Area: Discipline Supports

**Barrier(s):** Language barriers, Cultural differences, Lack of transportation

**SMART Goal Statement:** By the end of the 2025-26 school year, Activ8 will implement Ron Clark Academy House System and PBIS strategies to reduce Out of School Suspensions (OSS) by 10%.

- (Baseline: 2024-25 21 students OSS)

**(Evidence-based) Strategy Name:** PBIS/Ron Clark House System

**Description:**

<p>Tier of Evidence: Strong <a href="#">A State-Wide Quasi-Experimental Effectiveness Study of the Scale-up of School-Wide Positive Behavioral Interventions and Supports (2019)</a></p>	<p>The Ron Clark House System is an across-age approach to building community that builds character, positive reinforcement, and relationships with staff and peers.</p>
<p><b>Student Measure #1:</b> Decrease student incidents related to relationship behaviors by 20%. (Baseline: 2024-2025 – 128 incidents)</p>	<p><b>Student Measure #2:</b> Decrease student incidents by 25%. (Baseline: 2024-2025 incidents – 134)</p>
<p><b>Staff Measure #1:</b> 85% of staff members will effectively implement Ron Clark House points into their routine.</p>	<p><b>Staff Measure #2:</b> 80% of staff members will communicate with family members regarding students’ positive accomplishments on the Ron Clark House App. (newsletter, media, Class Dojo)</p>

### Action Plan

<p><b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)</p>	<p><b>Start of Action Step</b></p>	<p><b>End of Action Step</b></p>	<p><b>Position Responsible for Monitoring</b></p>	<p><b>Budget (local, state, federal funds)</b></p>
<p>Professional development for staff about the RCA house system foundation, implementation and utilization.</p>	<p>July 2025</p>	<p>June 2026</p>	<p>All staff</p>	<p>Cost of RCA app</p>
<p>Professional Development on alternate methods to track unwanted behaviors. Eg. Think sheets, behavior flow charts, etc. (Title I Component 3; Title I Component 4)</p>	<p>July 2025</p>	<p>September 2025</p>	<p>All staff</p>	<p>No Associated Cost</p>

Responsive Classroom Implementation (Title I Component 3; Title I Component 4)	August 2025	May 2026	All staff	No Associated Cost
Use of Ron Clark House System to upload and monitor PBIS points. (Title I Component 3; Title I Component 4)	August 2025	May 2026	All staff	No Associated Cost

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

The LEA will support by providing initial and ongoing training in Responsive Classroom. Division staff will also review training records for professional development on behavior tracking methods and the Ron Clark House System, analyze data from the use of PBIS points to monitor implementation effectiveness, and provide feedback to ensure the successful integration of Responsive Classroom practices. Through Division Audits, the LEA will monitor the implementation through walkthroughs.

**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)**

[Staff Newsletters](#)

**Analysis of Progress (update monthly)**

<b>Training Records:</b> Document attendance and feedback from professional development sessions on the Ron Clark House System, alternative behavior tracking methods, and Responsive Classroom implementation. -Yearly	<b>Effectiveness of Training:</b> Evaluate the impact of professional development on staff understanding and application of the Ron Clark House System and alternative behavior tracking methods by reviewing training feedback and observing changes in practice.
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<p>Staff Newsletter</p> <p>Professional Learning Session Agenda</p>	<p>Professional Learning Session Agenda</p> <p>Family Newsletter</p> <p>Staff Newsletter</p>
<p><b>PBIS Data:</b> Conduct regular progress monitoring of the Ron Clark House System through weekly reports pulled from the system, which will be shared in the staff newsletter to assess the effectiveness of PBIS point implementation by staff. Each house will analyze house point data to recognize top earners at house meetings.</p>	<p><b>Behavioral Data Trends:</b> Analyze PBIS data to determine the effectiveness of the Ron Clark House System in improving student behavior and engagement and assess whether the implementation of Responsive Classroom practices is contributing to positive changes.</p> <p>Staff Newsletter</p>