

O. T. Bonner Middle School

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
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

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.

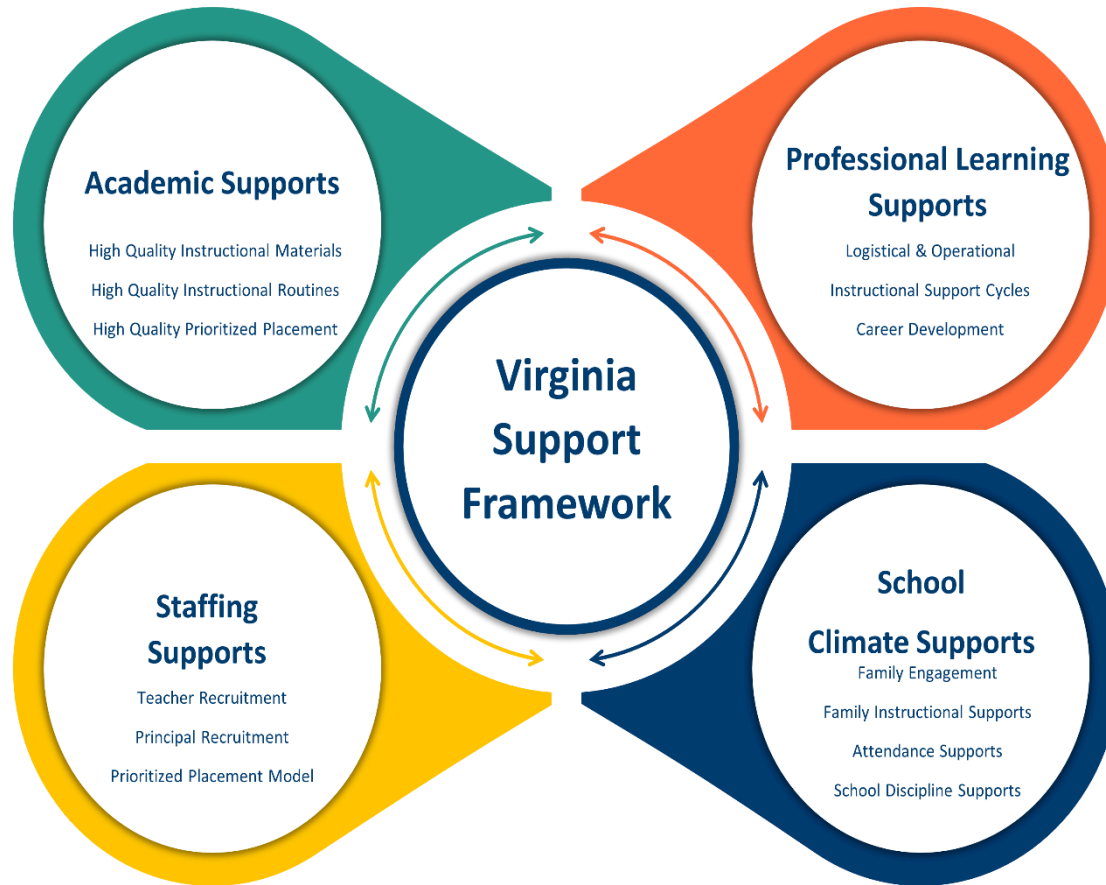
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.¹

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 stakeholders, 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))

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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.

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Profile Information	
Division: Danville Public Schools	School: O.T. Bonner Middle School
Principal: Wayne Mayo	Designations: Exited CSI in 2024
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> • Leadership team ○ The team will include a diverse group of internal stakeholders such as teachers, administrators, support staff, and students, as well as external stakeholders like parents, community members, local business leaders, and representatives from local education agencies. ○ The team will convene monthly, meeting on the 3rd Wednesday ○ The team will participate in reviewing data from various sources, such as student performance, attendance records, and disciplinary reports, to identify root causes of challenges and prioritize areas for intervention. • Teachers, administrators, and coaches will participate in PLCs during which they will evaluate potential instructional strategies based on evidence and research. • Administrators and coaches will provide continuous observation and feedback to refine instructional strategy selection. • Regular updates on the implementation process will be provided through newsletters, meetings, and online portals, ensuring stakeholders remain informed and engaged. • Achievements and milestones will be celebrated with stakeholders, recognizing their contributions to the school's improvement efforts. Possible events will include academic awards ceremonies, staff celebrations like Teacher of the Year, and SOL celebrations. Family Engagement Calendar and Family Engagement Plan	
Domain I: Academic Supports	Content Area: ELA, Math, Science
Barrier(s): • A high number of novice teachers lack basic pedagogical skills and content knowledge. • There is a continuing achievement gap for students with disabilities. • There is an inconsistent implementation of high-quality instructional materials. • There are significant academic gaps, with a large number of students performing two or more years below their grade level.	
SMART Goal Statement: School-level Goal #1: By May 2026, we will increase the percentage of students passing the VA SOL (reading, math, and science) from the previous year's rate to 80%. We will increase proficiency in the subgroups —Black, EL, students with disabilities, and economically disadvantaged —to 80%. Baseline 2024-2025: Algebra I = 100% Algebra II = 98% Grade 6 Math = 59% Grade 7 Math = 69% Grade 8 Math = 66% Black = 62%, EL = 65%, Economically disadvantaged = 63%, EC = 23%	

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Grade 6 Reading = 58% Grade 7 Reading = 63% Grade 8 Reading = 65%
 Black = 58%, EL = 55%, Economically disadvantaged = 61%, EC = 23%

Grade 8 Science = 50%

(Evidence-based) Strategy Name: Consistent implementation of HQIM (high-quality instructional materials) to increase rigor and students' academic achievement. Tier of Evidence: (VDOE-approved materials)	Description: High-quality instructional materials (HQIM) are educational resources that facilitate effective teaching and learning. HQIM are closely aligned to the rigor of the standards and are designed to cater to diverse learning needs and incorporate effective pedagogical practices.
Student Measure #1: 80% of students will demonstrate proficiency on district benchmarks in Reading, Math, and Science each quarter.	Student Measure #2: By May 2026, 80% of identified students who scored below grade-level on the Fall iReady Diagnostic Assessment will demonstrate a year's worth of growth on the spring iReady Growth Assessment in the subjects of Reading and Math. Smart Assessments will be used for Science.
Staff Measure #1: By May 2026, after receiving professional learning in the use of district-approved HQIM, all core content teachers will demonstrate the application of strategies and instruction gathered through observation/walkthroughs 80% of the time.	Staff Measure #2: By May 2026, after receiving professional development in the use of district-approved HQIM, all core content teachers will provide evidence of lesson internalization by annotating lesson plans 80% of the time.

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)
1. Training and professional learning on core and supplemental high-quality instructional materials for all staff are provided by the division.	August 6, 2025	May 22, 2026	Division representatives, Principal	No associated cost.
2. Reviewing the implementation and ongoing use of high-quality instructional materials and resources in PLCs	August 6, 2025	May 22, 2026	Principals, Assistant Principals, Instructional Coaches	No associated cost.
3. Ongoing monitoring of the use of the HQIM in the classroom through observation	August 6, 2025	May 22, 2026	Principals, Assistant Principals, Instructional Coaches	No associated cost.
4. Continue to implement Literacy Strategies WWC Improving Adolescent Literacy and HIT Strategies with instructional coach support. Increased focus on writing strategies with	August 2025	May 22, 2026	ELA Assistant Principal and ELA Instructional Coach	Title I Funds- estimated cost for substitutes for training 9 teachers x \$200 p/day = \$1,800

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vertical alignment. WWC Effective Writing Strategies (Bonner Writing Plan 25-26). Additionally, there will be continuous collaboration across content areas to implement reading, writing, and literacy support strategies(facilitated by instructional coaches and administration).				three training days \$1,800 x 3 = \$5,400
5. Support math teachers with MathSpace implementation. Support received from MathSpace, district support, and instructional coach (Improving Mathematical Problem Solving in Grades 4-8: Assist Students in Monitoring and Reflecting on the Problem-Solving Process - Recommendations 2 and 3 only)	August 2025	May 2026	Math Assistant Principal, Math Instructional Coaches	No associated cost.
6. After-school tutoring program. Instruction will focus on Reading, Math, and Science for grades 6-8, Tuesday - Thursday, 3-4:30.	October 2025	May 2026	Principal, Program Facilitator	Title I Funds Teachers -\$50,000 Transportation - \$50,000
7. The iReady Diagnostic Tool will be used to adjust the program's use and provide targeted support in areas of weakness or challenge, as necessary, to influence student growth and impact academic success in the core classroom, specifically in Reading and Math.	August 2025 December 2025 March 2025 (Use of the program is ongoing)	May 2026	Classroom Teachers	No associated cost.
8. Double-dose instruction provided by licensed teachers in Reading, Math, and Science. Teachers will utilize HQIM during tutoring.	August 2025	May 2026	Classroom Teachers	Title I Funds & Local Funds Teachers -\$50,000 Transportation - \$50,000
9. STEM scopes resources will be used for Science in grades 6-8 during Core instruction. 5E Instructional Model	September 2025	May 2026	Classroom Teachers, Administrators, Instructional Coaches	No associated cost.
10. Branching Minds will be used to monitor students who need additional support in core academic areas. (Monitor implementation of MTSS). Training for Math/ELA on 10/6	September 2025	May 2026	Classroom Teachers, Administrators, Instructional Coaches	No associated cost.
11. VALLSS (Virginia Language and Literacy Screening System) will be used to assess	September 2025	May 2026	Classroom Teachers, Administrators,	No associated cost.

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students who are at risk of academic failure as evidenced by their performance on the 2025 Reading and Math SOLs. (To inform the implementation of MTSS)			Instructional Coaches	
12. Math and Read 180 will be used for Tier 3 (Math) and Tier 2 (ELA) students.	August 2025	May 2026	Math and Read 180 teachers, Administrators	No associated cost.
13. Implement the Bronco Focus Lab. The lab will provide students with the opportunity to catch up on work missed due to absences or late submissions of classwork.	August 2025	May 2026	Classroom Teachers, Administrators, Bronco Focus Lab Coordinator	No associated cost.
14. Track attendance for all students, parents will be notified for all students, and case workers for EC students will be notified.	August 2025	May 2026	Attendance Facilitator, Ms. Ford, Assistant Principal, Guidance	Local funds \$89.99 (100 stamps) 50 letters a week, 36 weeks in the school year 18 rolls x \$89.99 = \$1,620
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide support through the adoption of HQIM, coordination of ongoing training with the resources, and providing opportunities to network across buildings, including observation of model classrooms. The division will provide building-level support from content experts, conduct walkthroughs, and offer feedback on implementation. An Academic Audit will be performed by the district to assist in measuring student progress.				
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)		
August: HQIM Training - Teachers utilizing approved HQIM in their classrooms. Verified via weekly walkthroughs, lesson plan reviews, and Professional Learning Community Agendas.		August 2025 - June 2026: The Admin team will meet weekly to discuss trends from walkthroughs and provide support for teachers who still require an understanding of the appropriate use of HQIMs.		
September–March: Utilize Benchmark Assessments, interim assessments, Science Smart Assessments, and i-Ready Assessments to monitor student progress closely. (Biweekly)		August: The Admin team will meet with teachers during PLCs to discuss data outcomes and identify trends to make instructional adjustments as needed. The Leadership Team will also view the school's data monthly to determine if progress is being made towards our school-wide goals. The team will identify trends and make recommendations to adjust instructional practices as needed, based on research findings. Students were given the fall iReady Diagnostic assessment. September: Data folders were provided for each student, and teachers received instructions on implementation. Data discussions started with the team, and data is being tracked in the data room and electronically on data spreadsheets.		

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	The VALLS assessment was given to all students who either failed the 2025 Reading SOL or had no SOL data. October: Progress Learning Math, Science, Reading, and Writing Interim assessments are given to all students. Students are tiered according to assessment data, and teachers provide tiered support during the instructional block. Teachers utilize Bronco Time, the Bronco Focus Lab, spiral review, and small-group instruction during the instructional block for remediation/acceleration, and individualized support. Math and ELA teachers begin creating math and reading plans in Branching Minds. November: December:
August-October: Conduct iReady, VALLSS, and interim literacy diagnostics to inform student reading plans and MTSS in Branching Minds. Additionally, classroom summative/formative assessments, as well as anecdotal evidence gathered through intentional monitoring, will be considered for each student. (Quarterly based on assessment calendar)	August: Monitoring of MTSS through walkthroughs and evidence of differentiation within planning will continue. Additionally, growth will be measured by an interim assessment, an additional iReady Growth assessment in December, and a VALLS screening in January. September: The first round of i-Ready, interim, and VALLSS testing has been completed. Teachers were provided with the Branching Minds training videos. The district is providing training on October 6th. October: The admin team, instructional coaches, and teachers will collaborate to create reading and math plans to address the individual needs of identified students.
August- May: Team Meeting Agendas and Notes, Staff Meeting Agendas and Notes, PLC Agendas and Notes (monthly)	August-May 2026: Admin team and instructional coaches will share their notes from team meetings, staff meetings, and weekly PLCs. October: Administration and instructional coaches continue to meet weekly and share data from feedback with teachers in staff meetings and weekly PLCs. November: December:
August- May: Observations and Walk-Throughs (Evidence-based look-fors) (Weekly)	August: The admin team and instructional coaches will introduce the four look-fors biweekly. Administrators will conduct weekly walkthroughs to monitor progress in the following areas: lesson openings, modeling and direct instruction, intentional monitoring, and guided discourse. September: Walkthroughs were completed, and lesson openings were observed. Modeling and explicit instruction components were introduced in PLCs and looked for in walkthroughs the following week.

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	October: Administration and instructional coaches will continue to implement the instructional walk-through model, intentional monitoring (district and school-wide) addressed in PLCs weekly, and in their feedback to staff. November: December:
August - May: Math 180 and Read 180 teachers will provide a beginning assessment for placement, reassess students after the first semester, and administer a final test at the end of the year. As benchmarks are given, student enrollment will be adjusted, and their data will be tracked. (Quarterly)	August: Administration will check in with Math and Read 180 teachers to check on progress each quarter. Enrollment in Math and Read 180 will change based on progress. September: Math and Read 180 is ongoing. October: New students were enrolled in Math and Read 180 based i-Ready and interim assessment data November: December:
August - May: Monitor focus lab attendance and grades on progress reports. (Weekly)	August: Teachers will send students to the focus lab and track attendance on the Focus Lab tracker. September: Continue to monitor focus lab attendance and send bi-weekly progress reports. October: Continue to monitor focus lab attendance and send bi-weekly progress reports. November: December:

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Domain of Support

Domain II: Staffing Supports				
Area of Focus: Prioritized placement model				
Barrier(s): • The majority of our staff are novice teachers, with minimal pedagogy • The majority of our staff is unfamiliar with their content, having three or fewer years of experience in their content area. • Staff members often do not have an effective, comprehensive plan for classroom management.				
SMART Goal Statement: By May 2026, 80% of novice staff (those with three or fewer years of experience) will rate the support they received through strategic mentorship as 'high' in a satisfaction survey.				
(Evidence-based) Strategy Name: Mentoring and Induction Program Tier of Evidence: Strong District Mentoring Handbook VDOE Provided Mentoring Modules			Description: A mentoring and induction program is a structured support system designed to help new teachers transition into their teaching roles effectively. The program pairs novice teachers with experienced mentors. It provides ongoing professional development, feedback, and support to ensure that new teachers develop the skills and confidence needed to succeed in the classroom.	
Student Measure #1: Teachers will contribute to a reduction of 25% in the school-wide rate of referrals for the 2025-26 school year. (902 referrals were processed during the 2024-2025 school year).			Student Measure #2: Novice teachers will demonstrate a consistent increase in the number of students scoring proficient on division assessments at 80% or higher.	
Staff Measure #1: Novice teachers will receive 75% or better on walkthrough look-for documents.			Staff Measure #2: Bonner will retain 90% of novice teachers hired for the 25-26 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)
1. Classroom management plans are in place with expectations clearly defined by all teachers. Focus on five classroom management strategies with teachers. https://ies.ed.gov/learn/blog/five-classroom-management-strategies-work	August 6, 2025	May 22, 2026	Assistant Principals, classroom teachers, and instructional coaches	No associated cost.
2. Targeted skill building sessions (in small increments) during bi-monthly staff meetings on classroom management with follow-up observation during school walk-throughs https://www.researchgate.net/publication/2367853	Sept. 2025	April 2026	Administration, Instructional Coaches	No associated cost.

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68 Evidence-based Practices in Classroom Management Considerations for Research to Practice)				
3. All new staff members participate in a mentoring/advisory program with a school-based mentor/advisor. (https://ies.ed.gov/use-work/resource-library/resource/video/mentoring-new-teachers-louisian)	August 6, 2025	May 22, 2026	District Staff, Principal, mentors, instructional coaches	No associated cost.
4. Targeted coaching cycles with identified staff members by instructional coaches (selected based on observation and walk-thrus).	August 6, 2025	May 22, 2026	Administration, Instructional Coaches	No associated cost.
5. Prioritized placement model utilized this school year of veteran staff members, by content level team and/or grade level team.	January 2026	August 2026	Administration, Counselors, Instructional Coaches	No associated cost.
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Division staff supports and monitors the mentoring/advisory program on a district level. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the schools during team meetings.				
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)		
August - May: Monitoring of classroom environment through walkthroughs (weekly)		August: Administration will complete weekly walkthroughs and discuss walkthrough data results to determine who needs additional support. September: Classroom environments have been conducive to learning. Teachers have control and students are engaged in activities in 80% of classrooms. October: Walkthroughs have been ongoing and the next component "Intentional Monitoring" was introduced November: December:		
August - May: Monitor referrals each month		August: Administration will compare monthly referrals with last year's once the month is complete and determine next steps. September: Looked at referral data and referrals have gone down from this year to last year October: Restorative practice workbooks have been delivered and will be used for students that go to ISS. November: December:		

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September - May: Staff meeting agendas reflecting targeted skill building sessions on selected management techniques (monthly)	August: School leaders will review meeting agendas and feedback to determine next steps. September: School leaders will review meeting agendas and feedback to determine next steps. October: School leaders will review meeting agendas and feedback to determine next steps. November: December:
August - May : Novice teacher meetings will include targeted support. After walkthroughs by instructional coaches and administrators, the admin team will communicate with the district regarding teachers who may need additional support. The admin team will gradually introduce the August–October walkthrough look-fors in stages and conduct observations after each set of look-fors is introduced. (monthly)	August: District staff met with the administration team to discuss ways to support novice teachers. The admin team created three goals. Also, based on walkthrough data, we provided her with a list of teachers who would benefit from their support. The admin team introduced the first walkthrough component: Lesson Opening at the August meeting. The second component is being introduced September 15th. This process will continue with each component throughout the year. September: Calibration walkthroughs with C.Jones–feedback sent to teachers and next steps discussed. October: Walkthrough look-fors are explicitly stated & modeled during PLCs. Walkthroughs ongoing per admin team schedule. November: December:
September - May: Coaching Cycles initiated and documented based on walkthroughs and classroom observation. (weekly)	September: Admin team will review and discuss with the instructional coaches some teachers of concern and instructional coaches are working on them with coaching cycles. October: Gregory Coaching Plan Crumpler Coaching Plan McCray Coaching Plan November: December:

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Domain III: Professional Learning Supports				
Instructional Support Cycles				
Barrier(s): • Inconsistencies within instruction & pedagogy, including rigor & use of HQIM, due to lack of experience/training across all content areas resulting in poor student outcomes. • Classroom Management • Teacher Accountability • Staff Absenteeism				
SMART Goal Statement: By May of 2026, all teachers will participate in 6 instructional support cycles consisting of targeted professional development followed by observation/feedback and coaching support as needed.				
(Evidence-based) Strategy Name: Instructional Support Cycles Tier of Evidence: Strong https://ies.ed.gov/learn/blog/improving-instruction-teacher-learning-huddles-and-inquiry-cycles		Description: An instructional support cycle is a process used by educators and instructional coaches to provide ongoing support and feedback to teachers with the goal of improving their instructional practices. PLC’s, walkthroughs, and coaching cycles. Artifacts: Math PLC , ELA PLC , Science PLC, ELA Coaching Cycle, Math Coaching Cycle, Science Coaching Cycle		
Student Measure #1: Teachers will be provided training in the areas of classroom management, HITS strategies, data-driven instructional decision making,. There will be a reduction of 5% of office referrals for student behaviors over the course of the school year, including Black, White, Economically Disadvantaged, EL, & SWD groups. HITS 5 Classroom Management Strategies		Student Measure #2: 80% or higher of students will be proficient on district benchmarks, including Black, White, Economically Disadvantaged, EL, & SWD groups. WWC Improving Literacy Intervention		
Staff Measure #1: 80% of the staff requiring follow up coaching will reduce throughout the year.		Staff Measure #2: 80% of the staff will rate (as measured by surveys) school-provided professional development as satisfactory or very satisfactory.		
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)
1. Targeted skill building sessions (in small increments) during bi-monthly staff meetings	Sept. 2025	May 2026	Principals, APs	No associated cost.

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(topics will be identified based on classroom observation and data analysis) (https://www.researchgate.net/publication/236785368_Evidence-based_Practices_in_Classroom_Management_Considerations_for_Research_to_Practice)				
2. Follow up observation during school walkthroughs, feedback will be provided to teachers	Sept. 2025	May 2026	Principals, APs	No associated cost.
3. Administrator and Coach meetings to review walkthrough data, and to identify staff members who require additional coaching support.	Sept. 2025	May 2026	Principal, APs, Coaches	No associated cost.
4. Targeted Coaching Cycle for identified staff members	Sept. 2025	May 2026	Coaches	No associated cost.
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Assigned division staff will support the school through an academic audit, monthly coaching meetings, participating in walkthroughs, giving actionable feedback, and meeting with the content areas during PLC/team meetings.				
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)	
August - May: Staff meeting agendas reflecting targeted skill-building sessions. Monitoring through walkthroughs (monthly)		August: Informal Walkthroughs to identify opportunities for support. For August, the focus was on lesson opening components. September: Informal walkthroughs continue with feedback sent to teachers, look-fors discussed at a faculty meeting and added to feedback form. For September: Think Aloud was discussed and modeled. October: On October 10, Bonner staff met to discuss expectations of the learning trackers to capture data from district/classroom assessments. November: December:		
August - May: Follow-up observation during school walkthroughs, feedback will be provided to teachers (weekly)		August: Feedback provided to teachers, admin discussed with coaches areas where support is needed, the next component will be introduced in September. September: Informal walkthroughs continue with feedback sent to teachers, look-fors discussed at a faculty meeting and added to feedback		

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	form. For September- Think Aloud was discussed and modeled and then looked for in walkthroughs. October: Feedback from Instructional Coaches/Administration continues to be ongoing by providing teachers with timely feedback from learning walks using the lesson opening components. November: December:
August - May: Administration will meet with instructional coaches weekly. Admin and coaches will look at the walkthrough data to see an improvement or need.	August: Admin and coaches meet weekly, PLC meetings were held, and lesson opening components and HITS were discussed. September: HITS continue to be discussed, PLC meetings held each week, Think Aloud component introduced and looked for in walkthroughs. October: On October 21, The administrative team met to discuss data trends, and instructional needs of improvement from learning walks. November: December:
September - May: Coaching Cycles initiated and documented based on walkthroughs and classroom observation (monthly)	August: Walkthroughs & 1-1 meetings to provide feedback and to inform coaching cycle goals; tier teachers and design proposed coaching cycles. September: Coaches are working on coaching cycles for two teachers from each subject: Math, ELA & Science October: McCray Coaching Plan Gregory Coaching Plan Crumpler Coaching Plan November: December:

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Domain IV: School Climate Supports

Focus: Discipline Supports

Barrier(s):

- Staff absenteeism
- Staff turnover
- Lack of training on classroom management techniques
- Lack of parent engagement

SMART Goal Statement: By May of 2026, consistent implementation of Responsive Classroom strategies will result in a 50% reduction in office referrals. Baseline for 24-25: Behavior That Impede: 186, Behaviors of A Safety Concern: 267, Relationship Behaviors: 267, Behaviors that Endanger Self/Others: 29, Behaviors Related to School Operations: 221.

(Evidence-based) Strategy Name: [Responsive Classroom Strategies](#)

Tier of Evidence: Strong

Description: Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Student Measure #1: From quarter one to quarter four the number of students with multiple referrals (3 or more) will decrease by 50%.

Student Measure #2: When surveyed 100% of students will be able to identify one trusted adult among the staff.

Staff Measure #1: Less than 15% of staff members will accrue 10 or more absences for the year.

Staff Measure #2: 80% of the staff will identify as satisfied or very satisfied with their job on the end-of-year staff survey.

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)
1. A reward system implemented to encourage students to avoid referrals and help foster a positive school environment.	Sept. 2025	May 2026	Principal, APs, coaches, teachers.	Title 1 \$500 (Rewards for students)
2. Implement Responsive Classroom training (Pt 1 & 2)	August 2025	May 2026	Admin, Coaches, Teachers	No associated cost
3. Ongoing Responsive Classroom professional development provided bi-monthly staff meetings	August 2025	May 2026	Admin, Coaches	No associated cost
4. Teacher incentives for attendance	Sept. 2025	May 2026	Admin	No associated cost
5. Family Engagement Calendar and Family Engagement Plan	August 2025	May 2026	Admin	No associated cost

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

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The district will provide access to Responsive Classroom training and resources as well as training materials presented at the Leadership Academy during the summer. FACE Specialists will provide support in coordinating family engagement activities along with goal setting based on parent/family surveys.

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)
August- May: Reward committee meetings with quarterly rewards for students	Reward Committee meetings are held to determine rewards scheduled for the school year, as well as the Student of the Month for each grade level. The committee will meet routinely to determine next steps and how to improve incentives and rewards to align with student motivation and address identified barriers. October: We held our first Awards Celebration. Invitations were sent home with students in advance and posted on our website, Class DoJo, PeachJar and a BlackBoard Connect Messages was sent to all participating parents. November: December:
August - May: Ongoing professional development in small increments at staff meetings (bi-weekly)	Professional development was provided at the first department meeting on the lesson opening component. School leaders will continue to review the effectiveness of training through surveys and observational feedback. October: Teachers were provided guidelines and PD on Think-Aloud Strategies as well as revisiting Classroom routines and procedures. The data from walk-throughs indicated that 80% of staff had implemented and maintained routines and enhanced procedures when needed. Modeling & Direct November: December:
September - May: Teacher incentives for attendance given at the end of a specified time period (intermittent throughout the school year)	Monitor attendance to identify teachers with perfect attendance for the month and determine steps to improve or address excess absences. October: Teachers were given ice cream and a celebration was held for contributing to United Way. November: December: