

2025-2028 Multi-Year School Support Plan

Profile Information	
Division: Northampton County Public Schools	School: Northampton Middle School
Principal: Mr. Justin Wheeler	Federal Designations: Additional Targeted Support Improvement
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-based research-based strategies, and developing, implementing, monitoring, and evaluating the plan.</i> Northampton Middle School is an identified Title I School and hosts a variety of parent and stakeholder events throughout the year. In the summer (July) of 2025, NMS launched a social media account on Facebook. In the fall of 2025, NMS also launched a Parent Advisory called the Bull P.A.C., which will serve the same purpose for parents as the Superintendent's Parent Advisory Committee. This team, Parent Advisory Committee, serves multiple purposes for the school and is also represented on the Superintendent's Parent Advisory Committee. They have input on and reviewed this document. The process of developing this plan involved utilizing a protocol highlighting the findings from the needs assessment analysis with Division-level and School-level leaders, teachers, and staff. The division's Department of Instruction will provide alignment coaching with division-recommended strategies. This team will participate in instructional walkthroughs to gather data related to current practices and impact based on student achievement data. The principal's supervisor will provide guidance and feedback and will continue to monitor the plan throughout the year, assisting in monthly instructional excellence meetings to support adjustments. Input from school advisory councils, comprised of staff, families, and students will be considered through regular monthly invitations for collaboration on information regarding progress and potential adjustments proposed to the plan.	

Domain I: Academic Supports	Content Area: Reading
Barrier(s): • New Laws and Protocols specific to the VLA - Middle School are now included. • IRW test will be factored into the overall student performance end-of-year SOL assessment results. • New Cut Scores to show proficiency, as released by the VDOE BOE, September 2025	
SMART Goal Statement: Northampton Middle School will increase the percentage of the following subgroups scoring at the proficient level: - Students with Disabilities from 24% to a minimum 50% - Black students, 56% to a minimum 75% through the addition of skills-based reading classes for students who fall into these categories and were not proficient in the latest round of state testing, a new curriculum, and curriculum materials that align with new state standards that focus on writing and the use of authentic texts.	
Year 1: After year one (25-26), students with disabilities will show a combined pass rate of at least 35%, and black students will improve to a minimum of 60%. The previous year's goals will, at a minimum, be maintained.	
Year 2: After year two (26-27), students with disabilities will show a combined pass rate of at least 45%, and black students will reach a pass rate of 70%. The previous year's goals will, at a minimum, be maintained.	
Year 3: After year three (27-28), students with disabilities will show a combined pass rate of at least 55%, and black students will reach a pass rate of 75%. The previous year's goals will, at a minimum, be maintained.	
(Evidence-based) Strategy Name: Providing Reading Interventions for Students in Grades 4 - 9. Routinely use a set of comprehension-building practices to help students make sense of the text - <u>Tier 1 Strong Evidence Level</u> Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read.	Description: from the Practice Guide - 3A. - World and word knowledge have reciprocal relationships with reading: world and word knowledge can help students understand what they are reading, and reading with understanding will improve students' knowledge of word meanings and of the world. Teaching new words and their meanings can support students in learning new concepts and ways of thinking that help them make sense of content. Another way to develop world knowledge before reading is to ask students questions about the topic. ⁷⁸ Not only will this provide students with an opportunity to think about what they have read or learned about before, but it can also potentially pique their interest in the topic 3B. - Teachers will teach students to answer questions and justify their answers which prepares students to read independently. By

Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information - <u>Tier 2 Moderate Evidence Level</u> Both of the above are found here: https://ies.ed.gov/ncee/WWC/PracticeGuide/29		understanding common types of questions that may be asked, students develop habits for sifting through the information in the text or connecting to their world knowledge to figure out the answers. Teachers will also provide students with multiple opportunities for students to collaboratively answer questions both with the assistance of the teacher and with the assistance of a peer. 3C. - Teachers will model how to generate the gist of a passage or different types of texts and why this is important.		
Student Measure #1: By June 2026, a minimum of 75% of all students will show proficiency on the English/Reading SOL through a focus on aligned lesson plans, authentic texts, and structured direct instruction.		Student Measure #2: By June 2026, a minimum of 75% of students will show proficiency on the Writing benchmarks and/or the IRW assessment.		
Staff Measure #1: By June 2025, 100% of teachers will demonstrate the application of effective instructional delivery methods as noted on informal and formal walkthrough observation tools on all three formals and as shown by multiple informal observation forms. This will be evidenced by both formal and informal observation feedback to teachers and will be monitored Quarterly.				
Action Plan				
Action Steps (Describe the step and include who will implement it and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring & Frequency	Funding Source
Students in skills classes will complete small group instruction and interventions based on VALs Data. This could include assessments in the Wordly Wise Intervention program, Lexia, and other intervention methods. Novels are part of NCPS/NMS grade 7 and 8 pacing guides. This falls under recommendations 3 and 4 of the EBIs listed above.	August 2025	June 2026	Reading Specialist / Special Education Teacher	Federal, State, and Local Funding

Ensure evidence of teaching students how to derive meanings of unknown words using context through analysis of lesson plans and curriculum materials	August 2025	June 2026	Reading Specialist / Classroom Teacher / Administration Will be monitored on a weekly basis as shown in curriculum guides and weekly lesson plans	Local Funding
Benchmark Data Analysis Meetings to monitor student and subgroup performance	August 2025	June 2026	Administration - Quarterly	Local Funds
Utilization of skills classes and Reading Specialists for more targeted student support by subgroup - These classes are specifically designed for students identified through poor SOL performance (tier II and tier III) and students with disabilities. These classes are designed with student deficiencies in mind, specifically vocabulary and comprehension skills. These classes are small group-level classes. Skills classes are no more than 12. Special Education reading is no more than 7 students. There is a heavy emphasis on reading comprehension in these courses.	August 2025	June 2026	Administration & Guidance staff / Special Education staff / Reading Specialist	Local Funds
Minimum bi-monthly department meetings during common planning time to discuss deficiencies and student data seen on MAP, benchmark testing, and classroom summative assessments.	August 2025	June 2026	All Instructional Staff including SPED Teachers	Federal and Local Funding
NewsELA and Flocabulary will be used by teachers on a weekly basis to continue to build vocabulary, comprehension, and writing skills implemented in whole group classes by classroom teachers and Special Education teachers and/or in reading skills classes with a Reading specialist and Instructional Assistants. This will be done in a whole group setting. Vocabulary will also be reinforced through the use of a curriculum called Wordly Wise.	August 2025	June 2026	Classroom teacher / Special education teacher/reading specialist. Frequency - weekly	Federal Funds
At the mid-year point of the school year, NMS will partner with CTL to offer support for the adult literacy model, specifically to work with teachers on classroom discussion,	February 2026	June 2026	Principal and School Board Office Instructional team	State funds

vocabulary, and writing across the content areas. Per their proposal and instructional coaching model, they will assist with tier 1 instruction and implementation of HMH in both Math and Reading and enhance co-planning with Special Education teachers.				
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide support through adopting high-quality instructional materials, coordinating ongoing professional development, implementing and monitoring evidence-based English instruction, and providing opportunities for networking across grade levels, including the high school English department, with observations of expected practices for principals and teachers. The School Board Office of Instruction and its staff will support the school by participating in walkthroughs, providing timely, effective feedback, and meeting with the school leadership to discuss and monitor 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)		
Lesson Plan Feedback - monitored on a weekly basis, looking for inclusion of cross-curricular ideas and skills discussed in the EBI above for all subgroups.		Lesson Plan feedback tracker is here: <Link>		
Team PLC/Planning meetings - to discuss weekly pacing and cross-curricular opportunities and update teachers on progress towards overall school goals. Attendance is taken at these meetings to ensure compliance with school goals and expectations.		Team Planning and Monthly Department meeting agendas here: <link>		
Quarterly Data meetings with Teachers - to discuss trends in MAP and Benchmark scores for both whole groups and look at subgroup performance.		Data meeting notes here: <Link>		

Domain I: Academic Supports		Content Area: Math
Barrier(s): • Changing Standards (2016->2023) • New Cut Scores to show proficiency, as released by the VDOE BOE, September 2025		
SMART Goal Statement: By June 2026, Northampton Middle School will increase the percentage of students scoring at Proficient on state Mathematics assessments from 42.31% to a minimum of 70% through focusing on data-driven instruction, the continued implementation of skills classes, and focused intervention strategies.		
SMART Goal Statement 2: Northampton Middle School will increase the percentage of Sub Group students scoring proficient on year-end SOL assessments, specifically (goals are a minimum) - SWD from 12% to 50%, - Economically Disadvantaged students from 43% to 70%, - Hispanic students from 52% to 70% - ELL students from 49% to 70% - African American students from 36% to 70% by focusing on data-driven instruction, the implementation of focused remediation skills classes, and an after-school tutoring program for Math.		
Year 1: After year one (25-26), all identified subgroups will improve by a minimum of 10%, including Students with Disabilities to 25%, and Eco. Dis students to 55%.		
Year 2: After year two (26-27), all identified subgroups will improve again by a minimum of 10%, including Students with Disabilities to 35%, and Eco. Disadvantaged students to 65%.		
Year 3: After year three (27-28), all identified subgroups will meet the goals listed above in the overall goal section or at the very least maintain their year progress from years 1 and 2.		
(Evidence-based) Strategy Name: (Grade 7 & 8) Improving Mathematical Problem-Solving in Grades 4 through 8 - Tier of evidence - Tier 1- Strong; found here: https://ies.ed.gov/ncee/WWC/PracticeGuide/16 - Assist students in monitoring and reflecting on the problem-solving process - Teach students how to use visual representations		Description: These strategies will be used for both grade levels all subgroups due to the nature of the data listed above. All subgroups and all students overall are identified in state reporting categories as Level 3 for more than three consecutive years. There is evidence to suggest that these strategies will benefit all learners, who are the target of this goal. According to the

Tier 2 - Moderate Evidence - Expose students to multiple problem-solving strategies - Help students recognize and articulate mathematical concepts and notation	Appendix of this Strategy, both general education students and students with disabilities performed better when specifically taught how to use different visual representations for different types of problems. These strategies will be built into skills classes for students who have not shown proficiency on previous SOL assessments. Skills classes will also incorporate state-approved interventions, including the use of ZEARN Math.			
Student Measure #1: 75% or more of the students will demonstrate proficiency on the division assessment/benchmark in math each quarter	Student Measure #2: 50% of SWD students and 70% of AA/EDA students will demonstrate proficiency on the division assessment/benchmark			
Staff Measure #1: By June 2026, 100% of teachers will demonstrate the application of effective instructional delivery methods as noted on informal and formal walkthrough observation tools on all three formals and as shown by multiple informal observation forms. This will be evidenced by both formal and informal observation feedback to teachers and will be monitored Quarterly.	Staff Measure #2: By June 2026, a minimum of 70% of targeted subgroup students will show sufficient growth in Zearn through the weekly use of the program and on Division MAP testing. This will be measured by comparing scores and calculating growth			
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)
Regular formal and informal Observation using the Division walkthrough forms, including instructional delivery domains. This will include looking for/observing the EBIs listed above.	August 2025	June 2026	Principal	Local
Weekly emails with an instructional focus for the week will be based on observations and data collected. These will include the strategies listed in the EBIs. Every other week, the instructional focus of the newsletter will be one of the strategies listed above.	August 2025	June 2026	Assistant Principal	Local
Utilization of skills classes and Math Specialists for more targeted student support by subgroup, specifically for students with disabilities . Math specialists will monitor	August 2025	June 2026	Administration & Guidance staff / Special	State and Local

student progress in classes, on Zearn, and on benchmarks to create small groups and targeted interventions. Skills classes will utilize ZEARN to address deficiencies and provide additional support. This will be monitored by bi-weekly meetings with Zearn Staff and School personnel to celebrate student progress and identify continued areas of need			Education staff / Zearn Lead Teacher (Cusimano)	
Quarterly PLC meetings to discuss Subgroup data and performance on benchmark assessments. EBI's will be discussed, and evidence will be examined to ensure fidelity to the strategies listed above.	August 2025	June 2026	All Instructional Staff, including SPED Teachers	Local
Bi-monthly department meetings after school or during team planning to discuss deficiencies and student data	August 2025	June 2026	All Instructional Staff including SPED Teachers	Local
At the mid-year point of the school year, NMS will partner with CTL to offer support for the adult literacy model, specifically to work with teachers on classroom discussion, vocabulary, and writing across the content areas. Per their proposal and instructional coaching model, they will assist with tier 1 instruction and implementation of HMM in both Math and Reading and enhance co-planning with Special Education teachers.	February 2026	June 2026	Principal and School Board Office Instructional team	State
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide support through adopting high-quality instructional materials, coordinating ongoing professional development, implementing and monitoring evidence-based mathematics instruction, and providing opportunities for networking across grade levels, including the high school math department, with observations of expected practices for principals and teachers. The School Board Office of Instruction and its staff will support the school by participating in walkthroughs, providing timely, effective feedback, and meeting with the school leadership to discuss and monitor progress.				
<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)		
Weekly Team PLC/Planning meetings -		Meeting minutes and agendas here: <Link>		

Weekly Instructional Newsletters	Can be found here: <link>
Quarterly Data meetings with Teachers - to discuss trends in MAP and benchmark scores for both whole groups and looking at subgroup performance.	Data meeting notes can be found here: <link>
Curriculum writing and lesson plan feedback - monitored on a weekly, quarterly, and yearly basis.	Lesson plan feedback: <Link>
ZEARN intervention and implementation - Monitored bi-weekly with progress check-ins and lead teacher	Zearn implementation meetings
After School Tutoring Log	<link>
MAP and benchmark analysis by Math Specialist	<Link>

Domain I: Academic Supports		Content Area: Science Overall
Barrier(s): • The only test students take is a three-year assessment. • New Cut Scores to show proficiency, as released by the VDOE BOE, September 2025		
SMART Goal Statement: By June 2026, Northampton Middle School will increase the percentage of students scoring at Proficient or above on state Science assessments from 56% to a minimum of 70% through the inclusion of hands-on learning opportunities documented in lesson plans, focusing on data-driven instruction, and targeted review of skills from prior two grade levels.		
(Evidence-based) Strategy Name: Grades 7 & 8- Encouraging Girls in Math and Science - Provide prescriptive, informational feedback - Teach students that academic abilities are expandable and improvable Strategy Name: Create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science.		Description: Through the use of these strategies, students will continue to gain a better understanding of scientific exploration and engineering practices. The 5Es will continue to expose students to critical skills and vocabulary necessary for success on both state assessments and future science classes. Students will gain valuable hands-on learning opportunities through labs that are conducted on a regular basis (at minimum one lab per SOL skill in all grade levels).

Tier of Evidence : 3 Promising Encouraging Girls in Math and Science: https://ies.ed.gov/ncee/WWC/PracticeGuide/5		An after-school tutoring program will also be implemented to support learning and deficient skill development in Science for all students. Northampton Middle School students will also be provided with a variety of opportunities in partnership with the Soil and Water Conservation Service and local 4H entities. This will include representatives working alongside teachers to complete lab demonstrations and science fair projects exploring the Engineering and Design process. Students will also participate in field trips sponsored by these community partners to explore relevant, real-world applications of the science discussed in the classroom, including a trip to Brownsville Nature Preserve and the return of the annual science fair. Finally, as the grade 8 Science SOL is a multi-year assessment, both grade levels (7 and 8) will use scaffolded, targeted review opportunities for students to refresh past information. This includes bell ringers, homework assignments, and SOL-style review questions.		
Student Measure #1: By June 2026, 70% or more of grade 8 students will pass the Spring 2026 SOL assessment		Student Measure #2: By June 2026, 100% of students will show increased proficiency in Science as shown by progress on Division Benchmarks (Q1 to end of year) and/or Division MAP assessment.		
Staff Measure #1: By June 2026, both the 7th and Grade science classes will have completed at a minimum hands-on learning opportunity/lab exercise for each unit/topic covered for the 25-26 school year, as evidenced by lesson plans of each individual teacher.		Staff Measure #2: By June 2026, both the 7th and 8th Grade Science classes will incorporate choice boards into their daily/weekly instruction as evidenced by completion rates on these assignments.		
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 & Frequency	Budget (local, state, federal funds)
Daily - Informal and formal observations	August 2025	June 2026	Administration / Instructional Excellence Review Team	Local

Unit - Hands-on Labs for students to complete in groups, independently, or virtually(when hands-on is not available)	August 2025	June 2026	Classroom Teacher / Science Instructional Coach &Mentor	Federal and Local
Weekly - Grade-level team planning meetings	August 2025	June 2026	Administration	Local
Monthly - after-school department meetings - up to twice a month to discuss instructional strategies and student deficiencies. This will also allow time to plan for lab activities and ensure that all teachers have the necessary materials	August 2025	June 2026	Administration	Local
Quarterly - Data meetings with the Administration -	August 2025	June 2026	Administration / Instructional Excellence Review Team	Local
Quarterly - Student choice boards when finished - review of prior year (or prior 2) material through various independent learning activities.	August 2025	June 2026	Assistant Principal / Classroom teachers	Local
Throughout the year - Field trips, attendance sheets/lab reports/science fair entries from various partnerships and community supports such as 4H and Virginia Soil and Water Conservation Agency	August 2025	June 2026	Science Teachers, Assistant Principal, Division STEM Coach	Federal and Local
FOSS Kit Implementation - These are part of the supplemental curriculum for NMS. These boxes provide the equipment for hands-on exploration and labs for students. Students will utilize these kits to design and complete hands-on labs in the science room at both grade levels. This will be done at least bi-monthly, dictated by pacing and topic. These boxes provide the materials to spark student interest in the given topic and foster interest in the learning objectives and targets.	August 2025	June 2026	Science teacher / Assistant Principal / Division Science Coach	Federal Funds

Use of various online learning resources, including the following for science: - Discovery Education This is monitored through the use of monthly reports and in data meetings with teachers	August 2025	June 2026	Science teacher / Assistant Principal / Division Science Coach	Federal/State Funds
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide support by adopting high-quality instructional materials, coordinating ongoing professional development, implementing and monitoring evidence-based science instruction, and providing opportunities for networking across grade levels, including the high school science department, with observations of expected practices for principals and teachers. The School Board Office of Instruction and its staff will support the school by participating in walkthroughs, providing timely, effective feedback, and meeting with the school leadership to discuss and monitor progress.				
<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 as needed)		Analysis of Progress (update as needed)		
Weekly: Instructional walk-throughs and formal observations				
Quarterly Data meetings with Teachers - to discuss trends in MAP and benchmark scores for both whole groups and looking at subgroup performance.				
Curriculum writing and lesson plan feedback - monitored on a weekly, quarterly, and yearly basis.				

Domain III: School Climate Supports

Barrier(s):

1. Lack of accessible mental health supports in the community - not that they don't exist, but that there isn't enough
2. Parents who do not hold their student(s) accountable for behavior or attendance.
3. Transportation to parent events

SMART Goal Statement:

By the end of the 2025–2026 school year, Northampton Middle School will maintain or reduce the chronic absenteeism rate from **13.66% to 10% or lower** by implementing consistent attendance monitoring, proactive family communication, and targeted interventions for students with at-risk attendance patterns.

SMART Goal Statement 2:

By June 2026, Northampton Middle School will reduce the total number of behavior referrals by at least 10% from the previous year's total of 271 referrals, bringing the number to 244 or fewer. A particular focus will be placed on decreasing incidents related to discourteous conversations, verbal confrontations, and profanity directed at students and/or staff in the classroom.

This reduction will be achieved through the continued implementation of the Positive Behavior Incentive Program (PBIS), consistent enforcement of the Student Code of Conduct, quarterly discipline assemblies, and the development of support systems to address the social and emotional needs of students.

Strategy Name:

1. Implementation of the HORN Award, No Referral Award, and the Above and Beyond Award
2. Weekly Perfect Attendance Awards
3. Attendance contracts
4. The Attendance Officer and the School Social Worker support
5. Constant Monitoring of student attendance and daily attendance numbers.
6. Friday Words of Wisdom - End of lunch

Description:

Throughout the course of the school year, students will be recognized for positive contributions to the school. This will include the HORN Award (Here, On Time, Ready, Nothing Stopping Us) for perfect attendance for the month, No referral award winners for those who do not get a referral for the month, and the above and beyond award which is nominated by staff noticing students who go above and beyond what it means to be a Golden Bull. Attendance watch lists have been created for all students based on both the current school year and previous school attendance data. Meetings

	with families have taken place and attendance contracts have been / will continue to be implemented on an as-needed basis. NMS is fortunate to have full-time attendance officer and school Social Worker. These two supports will work together on attendance issues and areas of support for families. The school Social Worker in collaboration with the Guidance Team and the School Behavior Specialist, will meet with students both whole group, small group, and individually throughout the year to discuss Social/Emotional needs with students. Friday words of wisdom was a started by Mr. Wheeler on the first Friday of the school year to discuss character development in our young people. Topics include goal setting, integrity, being kind, etc.			
Student Measure #1: By June 2026, schoolwide attendance will show an increase in the on-time attendance rate, as shown by monthly tracking and attendance reports from 13.66% to at least 10%.	Student Measure #2: By June 2026, Northampton Middle School students will show a decrease in overall discipline numbers as shown by year-over-year tracking data by month and by infraction.			
Staff Measure #1: By June 2025, 100 % of staff will have participated in a minimum of 50% of staff events throughout the year, as evidenced by various sign-in sheets and photographic evidence of the event.	Staff Measure #2: By June 2026, 100% of the staff (21 entries) will complete a building climate and conditions survey, which shows the effectiveness of administration in building and maintaining a positive climate and culture for Northampton Middle School.			
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. Daily - attendance is monitored by the submission of daily attendance emails	8/26/2025	06/12/2026	Attendance Clerk	Local
2. Daily- attendance codes will be checked and changed to Tardy when a student comes in late			Attendance Officer	Local
3. Weekly - Attendance meetings held with parents/students/attendance team to discuss and monitor attendance			Attendance Team	Local

4. Bi-weekly to weekly - perfect attendance reports will be compiled and a select number of students from that list will receive an award for weekly perfect attendance			Principal	Local
5. Monthly - Attendance contracts will be implemented and students who meet the terms of their contract will be able to choose a given reward for the month.			Administration / Student Mentor	Local
6. Monthly - Attendance data will be compiled to monitor Daily absences, absences by A day/B Day, by demographic, etc.			Attendance Officer	Local
7. Monthly - perfect attendance reports will be checked and two students (one from each grade level) will be randomly selected to be awarded the HORN certificate			Principal / Student Mentor	Local - NCEF
8. Twice Yearly - all teachers will complete a survey on building climate and culture, and what changes may be needed for the building to be run more effectively			Administration	None

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

The Northampton County Public School system is committed to empowering teachers in their classrooms by ensuring the effective implementation of state policies and laws. Their support encompasses instructional guidance, disciplinary assistance, and fostering strong community partnerships. Additionally, they prioritize clear communication with parents to ensure they understand the expectations for student behavior and academic performance within each school, creating a collaborative environment for student growth and achievement.

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)

Perfect Attendance Log - Monthly logs (all winners sent to paper) -
Measurable evidence includes logs and reports on individual
Found here: <Link>

Month of Sept - 55 students
Month of Oct - 31 students
Month of Nov -85 students

	Month of Dec - 28 students Month of Jan - 41 students Month of Feb - Month of - Mar Month of April - Month of May - Month of June -
Daily Attendance Emails	These are sent on a daily basis and tracked/adjustments are made based on what is sent by the Attendance office. All absent students are confirmed absent by the Truancy officer by the end of the day.
Community Donations for students and staff - measured by the number of community thank you letters that have been sent out by the end of the year & the 24-25 Gift Card tracking sheet.	NCEF has generously donated \$100 per teacher in the building for materials and teaching supplies as of the End of Q1 The administration also purchased cups to be made by students for staff appreciation during the week prior to the Thanksgiving break.
Friday Words of Wisdom - Character Development program	<Link>