2025-2026 Comprehensive School Support Plan

Profile Information	
Division: Culpeper County Public Schools	**School:** Eastern View High School
Principal: Dr. Nathan Bopp	**Federal Designations:** Not Federally Identified

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.

- Eastern View High School conducts parent and staff surveys in addition to holding parent meetings to seek direct input into school programs.
- Eastern View High School leadership team provides input in developing the plan and review monitoring data at regular meetings.

Domain I: Academic Supports	Content Area: Mathematics
Barrier(s): Growing number of inexperienced teachers with 38 teachers having less than 3 years of experience, 20 teachers with provisional licenses, 3 classes taught by a long term substitute teacher. Eastern View High School is "Green" for English Achievement; however, Eastern View High School is "Red" for English SPED Achievement Gap and "Red" for English Learner Achievement Gap. Eastern View High School is "Green" for Math Achievement; however, Eastern View High School is "Red" for Math SPED Achievement Gap. The areas for more focus are Students with Disabilities and English Learners.	
SMART Goal Statement: • In Math Academic Achievement, by the end of the 2025-2026 school year, overall math pass rates will improve to an 82.9% pass rate. Students with Disabilities pass rates will improve to 73% pass rate and EL student pass rates will improve to 73% pass rate. • In English Academic Achievement, by the end of the 2025-2026 school year, overall English pass rates will improve to an 85% pass rate. Students with Disabilities pass rates will improve to 55% pass rate and EL student pass rates will improve to 67% pass rate.	
(Evidence-based) Strategy Name: • Witsby's Intentional and Targeted Teaching Professional Development, Year Long • Hattie's Visible Learning - Providing Formative Evaluation (effect size .48), Deliberate Practice (effect size .79), and Constructivist Teaching (effect size .92) • What Works Clearinghouse: Instruction and Study to Improve Student Learning https://ies.ed.gov/ncee/wwc/PracticeGuide/1 • What Works Clearinghouse: Improving Adolescent Literacy: Effective Classroom and Intervention Practices https://ies.ed.gov/ncee/WWC/PracticeGuide/8 • What Works Clearinghouse: Teaching Secondary Students to Write Effectively https://ies.ed.gov/ncee/WWC/PracticeGuide/22 • What Works Clearinghouse: Providing Reading Interventions Grades 4-9 https://ies.ed.gov/ncee/WWC/PracticeGuide/29 **Tier of Evidence: Promising**	**Description:** • The Witsby's Intentional and Targeted Teaching Professional Development is a School-Wide initiative geared towards focusing on high impact instruction and student growth. Teachers will complete monthly modules, apply intentional and targeted teaching strategies within their instruction, experiment with new instructional approaches, and collaborate and share their experiences, ideas, and reflections with their colleagues during department meetings. • Teachers were given access to data and feedback from common and summative assessments in order examine student mastery and provide deliberate practice. • Teachers and administration used assessment data to assist in providing students on low performing SOL with additional learning opportunities and purposeful review to ensure mastery of skills.

Student Measure #1: SOL EOC Mathematics Data, SOL EOC Reading & Writing Data	**Student Measure #2:** Benchmark Assessments
Staff Measure #1: Teacher participation in training on data, Teacher participation in Witsby Professional Development	**Staff Measure #2:** Observation and walk through data; monitoring of staff PD progress; monitoring of lesson plans, and feedback on teacher created assessments; meeting minutes/agendas as evidence data was reviewed and instructional next steps were determined.

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)
Feedback to administration on teacher created assessments	September 2025	November 2025	Central Office and School Admin	None
Feedback to teachers on sample lesson plans	September 2025	November 2025	School Admin	None
Analysis of and feedback on summative assessment data	September 2025	May 2026	Curriculum Specialist, Instructional Resource Teacher, School Admin	None
Implement yearlong English 9, Algebra and Geometry collaborative classes as well as collaborative supports in English 9, English 10, English 11, English 12, and semester-long AFDA classes to better adjust pacing, allow for additional practice, and to incorporate reading remediation as needed Implement ELD I and Reading I for newcomer ESL students. Upon mastery, newcomers are promoted to ELD II and Reading II along side enrollment in English 9. ESL students are enrolled in ESL-Supported Classrooms in English 9, English 10, and English 11.	July 2025	May 2026	Curriculum Specialist, SPED, Math, and English teachers, School Admin	None

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

Culpeper County Public Schools (CCPS)

- Meets regularly with school administration to analyze student data to monitor student progress and effectiveness of the Comprehensive School Support Plan.
- The division provides feedback on sample teacher created assessments.
- The division provides feedback on sample lesson planning.
- The division shares data and resources to support the plan.

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)**
School Wide Evidence of Progress • Monthly Witsby Module Completion August 20, 2025: Module 1 September 17, 2025: Module 2 October 10, 2025: Module 3 January 5, 2026: Module 4 February 19, 2026: Module 5 March 6, 2026: Wrap-Up	• Teachers will complete monthly modules, apply intentional and targeted teaching strategies within their instruction, experiment with new instructional approaches, and collaborate and share their experiences, ideas, and reflections with their colleagues during department meetings.
• Administration Formal Observations and Walkthroughs	• Administration will conduct a minimum of three (3) formal observations for probationary teachers as well as at least one (1) formal observation for veteran teachers. • Administration will follow up with a post observation meeting and feedback highlighting each staff members progress and mastery following the VDOE standards aw well as Witsby's Intentional and Targeted Teaching implementation. • Administration will conduct frequent classroom walkthroughs and provide staff with feedback. • Evidence of Formative and Deliberate Practices: Sample Math Observation – Sample Math Lesson Plan & Sample English Observation – Sample English Lesson Plan

• Monthly Instructional Team Leadership (ITL) Meetings	• Monthly meetings with administration, and department leaders to discuss building concerns to include instruction, and data. • ITL Agenda
Mathematics Evidence of Progress • July 30 and July 31, 2025: County Wide Professional Development	July 30: - VDOE Updates, EBIs - MathSpace New Series Training July 31: - VDOE Instuctional Guide Updates, TestNav Updates, Performance Matters Updates - Pulling In HDIM
• November 4, 2025: County Wide PD	• Intentional and Targeted Teaching: Focus on Collaborative Instruction and Assessment as a Learning System • SpaceMath Modules
• Math SOL to include Make-ups, Expedited retakes: Week of December 8, 2025 and December 15, 2025 • Math SOL to include Make-ups, Expedited retakes: Week of May 16, 2026	
• Assessment Data to determine necessary remediations for SOLs	• Math Remediation Data available for Algebra I, Algebra II, and Geometry. Sample: 25-26 Algebra Data • Data per Math Content Area – All Subjects. • Analyze data to track students who qualify for remediation for SOL retakes
• Monthly Math Department Meetings	

	• Math Department Monthly Meeting Agendas. • The meeting covers updates from the school leadership ITL meeting, curriculum and instruction updates for grades 9-12, Student data, assessment data, PD progress and implementation, PLC meeting collaboration, and departmental matters.
• December 10, 2025 & May 13, 2026: SOL data analysis: Algebra Data & Geometry Data	• Data review after SOL administration to identify trends and create a remediation plan for students for a possible SOL retake opportunity.
English Evidence of Progress • July 30 and July 31, 2025: County Wide Professional Development	July 30: - Understanding Scoring (required annual VDOE training) - Curriculum and Assessment updates (reviewed with grade level teams) July 31: - AI Literacy and Use in the High School Classroom (presentation by Anne Jewett of UVA) - Analysis of Documents (cross-curricular presentation to English and social studies presentation by Library of Congress)
• November 4, 2025: County Wide PD	• Intentional and Targeted Teaching: Focus on Collaborative Instruction and Assessment as a Learning System • Overview of Vertical Curriculum Alignment • Discussion of potential curriculum changes for grades 10-12.

• Writing SOL: Week of October 21, 2025 • Reading SOL to include Make-ups, Expedited retakes, and WorkKeys assessments: Week of December 1, 2025 • WorkKeys Assessment: February 16, 2026 • Reading SOL to include Make-ups, Expedited retakes, and WorkKeys assessments: Week of May 4, 2026 • WorkKeys Assessment: May 19, 2026	
• Assessment Data to determine necessary remediations for SOLs and WorkKeys assessments	• English Remediation Data • Analyze data to track seniors who qualify for remediation for the Reading and Writing SOLs and WorkKeys
• Monthly English Department Meetings	• English Department Monthly Meeting Agendas • The meeting covers updates from the school leadership ITL meeting, curriculum and instruction updates for grades 9-12, Student data, assessment data, PD progress and implementation, PLC meeting collaboration, and departmental matters.
• December 10, 2025 & May 13, 2026: Reading and Writing SOL data analysis – English Data	• Data review after SOL administration to identify trends and create a remediation plan for students for a possible SOL retake opportunity.

Domain II: Staffing Supports	
Barrier(s): Growing number of inexperienced teachers with 38 teachers having less than 3 years of experience, 20 teachers with provisional licenses, 3 classes taught by a long term substitute teacher. The division is experiencing low number of applicants and endorsed candidates are hard to find. The IPAL index for the 24-25 school year was 89.87%	
SMART Goal Statement: By the end of the 2025-2026 school year, EVHS will decrease the number of inexperienced teachers having less than 3 years of experience to 27 teachers. EVHS will improve the IPAL index to at least an 91%.	
(Evidence-based) Strategy Name: Mentoring and Induction **Tier of Evidence:** Strong	**Description:** All new teachers are assigned a mentor. Experienced teachers (new to the division) are assigned a colleague. Following 3 days of induction, mentors and the Lead Mentor meet regularly with the new teachers covering a specific topic in each meeting.
Student Measure #1: Not applicable	**Student Measure #2:** Not applicable
Staff Measure #1: The number of staff that become fully licensed or endorsed.	**Staff Measure #2:** The number of teachers that stay with the school or within the division for the 2025-2026 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)
Mentoring program and new teacher meetings	August 2025	April 2026	Human Resources- Cyndi Rogers & Chloe Edwards	Local
Pathways to Teaching (Paras to Teachers)	Yearly ongoing	Ongoing	Human Resources	Tuition Assistance
Praxis Tutoring	September 2025	April 2026	Curriculum Specialists	None
Future Educators Academy (Lab School)	August 2024	May 2026	Culpeper County Public Schools & Germanna Community College	Lab School Grant

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

- Human Resources Department identifies and trains mentors. The Lead Mentor holds monthly meetings with the new teachers.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. Analysis: Address impact and next steps.	**Analysis: Address impact and next steps.**
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
Professional Development	• Teacher Retention

• New teacher meetings (Last Wednesday of Each Month) following the format: **Welcome Question:** A brief prompt to foster community and set a positive tone for discussion. **Highlight Reel & Flipside Activity:** A structured reflection on both the successes and challenges of the past month. **Teacher Toolbox:** A practical segment that introduces an instructional strategy, classroom management technique, or digital tool that teachers can immediately implement in their classrooms. **Closing & Announcements:** Time for upcoming dates, procedural clarifications, and open questions. - July 21-23, 2025: New Teacher Academy, onboarding, and orientation - July 22, 2025: New Teacher Meeting (Habits of Highly Effective Teachers) - July 23, 2025: New Teacher Meeting (Classroom Prep 101 – Ready Set Teach) - August 13, 2024: New Teacher Meeting (Topic: Creating Connections with a focus on SPED & 504 parent communication) - August 27, 2025: New Teacher Meeting (Topic: Classroom Communication and ESL instruction) - September 24, 2025: New Teacher Meeting (Topic: Assessments, Grading, Gradebooks, Communication with Colleagues) - October 29, 2025: New Teacher Meeting (Topic: Behavior Management Revised, Engaging Students)	• New Teacher Orientation Agenda • New Teacher & Mentor Meetings • New Teacher Meeting Running Agenda 25-26

- November 19, 2025: New Teacher Meeting (Topic: Report Cards and Self Care) - December 18, 2025: New Teacher Meeting (Topic: School/Grade Level/Content Traditions and Celebrations) - January 28, 2026: New Teacher Meeting (Topic: Revisiting Parent Communication) - February 25, 2026: New Teacher Meeting (Topic: Mid-year Goals Reflections) - March 25, 2026: New Teacher Meeting (Topic: Classroom Behavior Boosts) - April 26, 2026: New Teacher Meeting (Topic: Classroom Engagement to Keep the momentum going) - May 20, 2026: New Teacher Meeting (Topic: End-of-Year Responsibilities, Celebrations, and Reports)	
• Retention events - October & March, 2025-2026: HR Trivia Night - October 14, 2025: Staff Bonfire - April 30, 2026: New Teacher Dinner	• Scheduled between teachers and their mentors as needed • Peer Coaching occurs twice each semester to support reciprocal learning. During the fall semester, new teachers observed their mentors in September, and mentors will observe their new teachers in November. This cycle will repeat in the spring semester.
• Mentors and new teacher events - 25-26: Mentor and Colleague Observations and Feedback - 25-26: Lead Mentor classroom observation and feedback - March, 2026: New Teacher and Mentor Check-in Luncheon with HR	
• Pathways to Teaching (Paras)	• Tuition Assistance
• Praxis Tutoring with Instruction Staff	• Instruction staff works directly with teachers on context review and Praxis prep

• Future Educators Academy	• Began in 2024-2025 school year and is continuing this 2025-2026 school year. High School students in this program can earn an Associate's Degree in Education from Germanna Community College- getting a jump-start on becoming a teacher (after two or more years at a 4-year institution).

Domain III: Organizational Learning Supports	
Barrier(s): Growing number of inexperienced teachers with 38 teachers having less than 3 years of experience, 20 teachers with provisional licenses, 3 classes taught by a long term substitute teacher.	
SMART Goal Statement: By the end of the 2025-2026 school year, all EVHS instructional staff will complete professional development centered around intentional and targeted teaching. All instructional staff will complete the ASCD Witsby Course entitled Intentional and Targeted Teaching.	
Strategy Name: • Witsby's Intentional and Targeted Teaching Professional Development, Year Long	**Description:** • The Witsby's Intentional and Targeted Teaching Professional Development is a School-Wide initiative geared towards focusing on high impact instruction and student growth. Teachers will complete monthly modules, apply intentional and targeted teaching strategies within their instruction, experiment with new instructional approaches, and collaborate and share their experiences, ideas, and reflections with their colleagues during department meetings.
Student Measure #1: Not Applicable	**Student Measure #2:** Not Applicable
Staff Measure #1: Teacher participation in the Witsby Professional Development. Teacher implementation of the Witsby Intentional and Targeted Teaching practices.	**Staff Measure #2:** Observation and walk through data; monitoring of staff PD progress; and monitoring of lesson plans.

Action Plan

Around 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)
Feedback to teachers on sample lesson plans	September 2025	May 2026	School Admin	None
Feedback to teachers through walk throughs and observations	September 2025	May 2026	School Admin	None
Monitor staff progress on the Witsby course participation and implementation within instructional settings	September 2025	May 2026	School Admin	None
Monitor the implementation of Witsby's Intentional and Targeted Teaching through monthly departmental debriefs.	September 2025	May 2026	Instructional Team Leaders, School Admin	None

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

Culpeper County Public Schools (CCPS)

- Meets regularly with school administration to analyze professional development participation and implementation in instructional settings.

• The division provides feedback on sample lesson planning. • The division shares data and resources to support the plan.	
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)**
School Wide Evidence of Progress • Monthly Witsby Module Completion August 20, 2025: Module 1 September 17, 2025: Module 2 October 10, 2025: Module 3 January 5, 2026: Module 4 February 19, 2026: Module 5 March 6, 2026: Wrap-Up • Administration Formal Observations and Walkthroughs	• Teachers will complete monthly modules, apply intentional and targeted teaching strategies within their instruction, experiment with new instructional approaches, and collaborate and share their experiences, ideas, and reflections with their colleagues during department meetings. • Administration will conduct a minimum of three (3) formal observations for probationary teachers as well as at least one (1) formal observation for veteran teachers. • Administration will follow up with a post observation meeting and feedback highlighting each staff members progress and mastery following the VDOE standards aw well as Witsby's Intentional and Targeted Teaching implementation. • Administration will conduct frequent classroom walkthroughs and provide staff with feedback. • Evidence of Formative and Deliberate Practices: Sample Math Observation – Sample Math Lesson Plan & Sample English Observation – Sample English Lesson Plan
Mathematics Evidence of Progress • July 30 and July 31, 2025: County Wide Professional Development	July 30: - VDOE Updates, EBIs - MathSpace New Series Training July 31: - VDOE Instuctional Guide Updates, TestNav Updates, Performance Matters Updates

• November 4, 2025: County Wide PD	- Pulling In HDIM • Intentional and Targeted Teaching: Focus on Collaborative Instruction and Assessment as a Learning System • SpaceMath Modules
• Monthly Math Department Meetings	• Math Department Monthly Meeting Agendas. • The meeting covers updates from the school leadership ITL meeting, curriculum and instruction updates for grades 9-12, Student data, assessment data, PD progress and implementation, PLC meeting collaboration, and departmental matters.
English Evidence of Progress • July 30 and July 31, 2025: County Wide Professional Development	July 30: - Understanding Scoring (required annual VDOE training) - Curriculum and Assessment updates (reviewed with grade level teams) July 31: - AI Literacy and Use in the High School Classroom (presentation by Anne Jewett of UVA) - Analysis of Documents (cross-curricular presentation to English and social studies presentation by Library of Congress)
• November 4, 2025: County Wide PD	• Intentional and Targeted Teaching: Focus on Collaborative Instruction and Assessment as a Learning System • Overview of Vertical Curriculum Alignment • Discussion of potential curriculum changes for grades 10-12.
• Monthly English Department Meetings	• English Department Monthly Meeting Agendas

Domain IV: School Climate Supports	
Barrier(s): For the 24-25 school year, Chronic absenteeism rates for all students was at 24.85%. This rate reflected a slight increase from the 23-24 academic year (24.05%). As for dropout rates for the 24-25 school year, the rate reflected 11.1% which was a slight increase for the dropout rate in the 23-24 school year (11.05%)	
SMART Goal Statement: By the end of the 2025-2026 school year, Eastern View High School will reduce Chronic Absenteeism from 24.85% to less than or equal 22.37%. Eastern View High School will reduce the dropout rate from 11.1% to less than or equal 10.0%.	
Strategy Name: • Three Tiers Framework to Improve attendance https://www.attendanceworks.org/three-tiers-to-improve-attendance/#:~:text=In%20a%20nutshell%2C%20Tier%201,challenges%20to%20getting%20to%20school Chronic Absenteeism Strategies • Communicate with families • Mentoring • Recognizing good attendance • Providing incentives Drop Out Rates Strategies • Counselor Check-in with at risk students • Mentoring • Tracking graduation requirements • College/Career Readiness Incentive Program Participation **Tier of Evidence:** Strong	**Description:** Multiple strategies were used to attack chronic absenteeism in 2025-2026. Multiple strategies were used to attack drop out rates in 2025-2026.
Student Measure #1: Rate of Chronic Absenteeism; Dropout Rates	**Student Measure #2:** Rate by reporting group
Staff Measure #1: Increased number of attendance meetings. Increased number of staff check-in on at risk students	**Staff Measure #2:** Increased number of student recognitions or rewards for improved attendance.

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)

The Dean of Students along with the child's school counselor will schedule attendance meetings with the student and parents of chronically absent students.	August 2024 – as needed	May 2026	Dean of Students Attendance Plan Template Sample Attendance Plan Students with Plans & Failure Meetings	None
Chronic absenteeism letters will be mailed home to families monthly informing parents of days missed and the importance of attending school	August 2024-monthly	May 2026	Dean of Students Sample Letters	Cost of postage
School counselors will check in with chronically absent students monthly.	August 2024-monthly	May 2026	Monday Morning Team	None
Eastern View High School will create an Attendance Mentorship Program to support at risk students. The program will utilize volunteer teachers to support at risk students and check in with students weekly.	Fall 2024-Monthly	May 2026		
Eastern View High School will continue to implement a reward system for positive attendance or attendance improvements to encourage and enhance the attendance of the chronically absent students. This program will recognize students monthly. Students who are meeting attendance expectations will be entered in a monthly Amazon gift card drawing.	August 2024-monthly	May 2026	See me at EV Challenge	
Administration will attend Early Intervention Strategies Workshops for Chronic Absenteeism conducted by VDOE to monitor, identify and support at risk students.	August 2024-monthly	May 2026		
The School Graduation Team (now known as the Monday Morning Meeting Group) will expand the	August 2024-Weekly	May 2026	Monday Morning Team (All administration, counselors, behavior	

current tracking and monitoring of student data (of Seniors) to include all grades.			interventionist): Grade Failure Data	
During career and academic planning meetings with students, the *updated* Record of Standard and Verified Credits form will be completed for each student, including a notation of students' advanced coursework, CTE finishers with credentials, work-based learning experiences, and service-learning experiences.	August 2024	May 2026	Admin and counselors Progress Data shared during Monday Morning Team Meetings Record of Standard and Verified Credit	
Establish a written procedure to be used to train staff on the collection of graduation, completion, and dropout data. • All counselors will be familiar with the requirements for earning a Standard Diploma and an Advanced Studies Diploma and be familiar with the VDOE website. • All counselors will be familiar with the *updated* Record of Standard and Verified Credits form. This form is used to count each credit, SOL-verified credit, CTE credential, and graduation requirement a student has earned. When reviewing a student's schedule a counselor will review this form and confirm what may be missing and what the student needs moving forward.	August 2024	May 2026	Admin and counselors	
Using the *At Risk of Dropout* data, members of the School Graduation Team will determine action/s to take on students meeting the "high risk" criteria and assign specific staff to take the next steps.	August 2024	May 2026	Monday Morning Team	
College/Career Readiness Incentive Program to support students at-risk of graduating. This program will utilize teachers and counselors and incorporate parent involvement.	August 2024	May 2026	Admin, Dean of Students, counselors, teachers C/CRIP Mentors	

Establish procedures to be used to track down enrolled students who have been dropped out due to lack of attendance or were no-shows to school. This procedure includes • Checking if students have moved away • Checking with their neighbors • Checking with their friends • Asking teachers to ask their students if they know if a student moved	August 2024	May 2026	Admin, counselors, teachers	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
Division staff will monitor chronic absentee data and create a detailed summary report at the end of the year.

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)**
Evidence was maintained in databases and PowerSchool log entries. School will develop a system for tracking and recording monthly progress systematically. Review of chronic absenteeism and drop out data during weekly administration and counseling staff meeting. Admin Meeting Agendas - August 11, 2025 - August 18, 2025 - August 25, 2025 - September 2, 2025 - September 8, 2025 - September 15, 2025 - September 22, 2025 - September 29, 2025 - October 6, 2025 - October 13, 2025 - October 20, 2025 - October 27, 2025	Building level teams met weekly and discussed students. They did not document most of these conversations but did take actions (like parent meetings and attendance plans). Administration and counselors met weekly on Monday mornings to discuss student academics, behavior, and attendance. Students at risk of failing and dropping out were discussed. The team checked in on these students to provide them supports. The team discussed student Academic and Career Plans, student failure report by grade, student progress towards graduation, attendance and tardies, and student behavior. - As of October 27, 2025: EVHS has supported students through the implementation of 7 Student Attendance Improvement Plans

- November 3, 2025 - November 10, 2025 - November 17, 2025 - November 24, 2025 - December 1, 2025 - December 8, 2025 - December 15, 2025 - January 12, 2026 - January 26, 2026 - February 2, 2026 - February 9, 2026 - February 23, 2026 - March 2, 2026 - March 9, 2026 - March 16, 2026 - March 23, 2026 - March 30, 2026 - April 13, 2026 - April 20, 2026 - April 27, 2026 - May 4, 2026 - May 11, 2026 - May 18, 2026	