

2025-2026 Comprehensive School Support Plan

Profile Information	
Division: Culpeper County Public Schools	School: Floyd T. Binns Middle School
Principal: Andrea Kilby	Federal Designations: None
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>	
Floyd T. Binns conducts parent and staff surveys in addition to holding parent/family meetings to gather input into school programs. Floyd T. Binns' Building Leadership Team provides input in developing the plan and reviews/monitors data at monthly leadership meetings.	

Domain I: Academic Supports		Content Area: English		
Barrier(s): Staff are growing in their knowledge of how to teach reading at the middle school level and how to scaffold and differentiate core instruction to meet the needs of students performing below grade level. Teachers’ lack of knowledge about how to best serve and differentiate for Students With Disabilities and students of varying abilities within the same classroom.				
SMART Goal Statement: Floyd T. Binns Middle School will increase the English pass rate for students with disabilities by supporting at least 13 additional students to increase their scores, resulting in a one-point growth on the corresponding indicator.				
(Evidence-based) Strategy Name: What Works Clearinghouse https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11 (Recommendation #1) Build students’ decoding skills so they can read complex multisyllabic words. Tier of Evidence: Strong		Description: Students will learn skills for decoding words so they are able to read complex multisyllabic words.		
Student Measure #1: SOL Data Results		Student Measure #2: Student scores on Unit/Benchmark Tests		
Staff Measure #1: Teacher participation in professional development		Staff Measure #2: Review/analysis of teacher-made assessments and lesson plans.		
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)
To improve the quality of Tier 1 instruction in English by implementing differentiated instructional strategies that actively engage all students with grade-appropriate texts and scaffolded supports where necessary. Tier 1 instruction will also include purposeful and explicit instruction that builds/strengthens world and word knowledge and strategies for decoding more complex words. The Reading Specialist will work with general and special education teachers every week to improve Tier 1 instruction. Strengthening Tier 1 will improve instruction for all subgroups, including SWD and Multiple Races.	September 2025	May 2026	Central Office Instructional Staff and School Administration	Local and Federal

The Division Instruction Department will hold data meetings to review benchmark/unit/summative data three times a year.	June 2025	June 2026	Central Office and School Administration	Local
The Division Literacy Director will plan two professional developments on Unlocking Big Words and Lexia.	July 2025	August 2026	Central Office and School Administration	None
Administration will provide feedback to teachers on lesson plans and instructional delivery at least two times a year.	August 2025	May 2026	Central Office and School Administration	Local
Reading specialists and “highly effective” teachers will create exemplar lesson plans to include scaffolding and purposeful building of word and word knowledge. Revise the curriculum guides to include the exemplar lesson plans and strategies for instructional delivery that include explicit instruction, scaffolding rigorous text, get the gist routine, differentiation of comprehension strategies, and word and world knowledge for each weekly lesson.	January 2025	June 2026	Central Office, Department Leads, English teachers, Reading Specialist	Federal
The Office of Special Education and school administration will continue to provide targeted assistance to collaborative special education teachers to improve differentiation for Students with Disabilities when in a collaborative classroom.	August 2025	May 2026	Central Office and School Administration	None
Reading Specialist will provide professional development to teachers on Unlocking Big Words.	November 2025	May 2026	School Administration	None
The Reading Specialist will regularly monitor implementation and use of evidence-based tool to increase students’ reading of connected text and their success with checks for comprehension.	August 2025	May 2026	School Administration, Reading Specialist, English Teachers	Federal
Teachers will meet after summative and benchmark testing to review student data and record findings/plan on the Assessment Data Review sheet.	September 2025	May 2026	School Administration, English Teachers	None
Students will engage in lessons and/or use resources from Newsela weekly.	August 2025	May 2026	School Administration, English Teachers	Federal

Students will engage in lessons and /or use resources from Scholastic magazine.	September 2025	May 2026	School Administration, English Teachers	Federal
Staff will learn about Hattie's <u>Visible Learning</u> "Reading Programs for Struggling Readers: Initial reading instruction of specific skills with struggling readers, students with learning difficulties, or ELL students seem to succeed (effect size .47)."	January 2025	May 2025	School Administration, English Teachers	Local

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

Culpeper County Public Schools

- Meets three times a year with school administration to analyze student-benchmarking data to monitor student progress.
- Meets monthly with reading specialists and administration to review student data, discuss instructional concerns, and the pacing of curriculum.
- Meets bimonthly as a division-level instructional team to discuss monitoring of the plan and plan for specific support that may be needed.
- Collaborates with school administration and reading specialists to target areas of need and plan professional development and/or support.

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)
Professional Development: -July 29, 2025 - Professional Development for special education learning support teachers and their collaborative English and math teacher (how to teach collaboratively). -July 30-31, 2025 – Professional Development VALLS training and Lit Lab Launch -August 2025 - Lit Lab implemented as a part of the daily school schedule. Teachers began using Lexia during this time. -August 2025 - AIMS Web test administered to students. -September 2025 - VAALs test administered to students. -September 2025 – Ongoing review of common assessment data. -September 2025 - Administration and reading specialist meeting regarding Lit Lab and Student Reading Plans -October 2025 – Continued weekly meetings for instructional design, lesson plan ideas, student performance feedback, and addressing standards. -November 4, 2025 - Professional development provided on the Unlocking Big Words strategy and how to utilize data from the Lexia program. -November 20, 2025 - County Data Meeting to review English/reading data and discuss instructional decisions	● TTAC representatives led PD for learning support and general ed teachers about how to teach collaborative classes successfully. ● Teachers are continuously utilizing strategies from the PD sessions; more support and more practice are needed. ● Teachers are informed regarding students’ levels for oral reading and how that will impact reading comprehension. ● By grade level, English teachers and school reading specialist meet weekly to plan and have ongoing discussions regarding common assessment data. ● After VAALs and AIMS web testing, data was reviewed, and some student were moved to Lit Labs that better suited their needs. ● School administration, reading specialist, and testing coordinator met with the Central Office Instruction Department and Office of Special Education to discuss assessment data and strategies for improvement to be implemented.

-December 2025 - Continued weekly meetings for instructional design, lesson plan ideas, student performance feedback, and addressing standards -December 2025 - AIMSWeb test administration -January 2026 - Designed WIDA practice materials and implemented a plan for WIDA review for 6th-grade students -January 2026 - Online PD sessions on Unlocking Big Words	● Meeting with secondary reading specialists, school administration, and Director of Literacy discuss upcoming assessments, English/reading plans. ● ESL teachers, administration, and English teachers created and implemented a plan for WIDA test takers to review and practice strategies for taking the test. ● Two online PD sessions created by the school reading specialist for English teachers.

Domain I: Academic Supports			Content Area: Science	
Barrier(s): Students are not making connections or are not able to retain information learned in 6 th and 7 th grades.				
SMART Goal Statement: Floyd T. Binns Middle School will increase the science pass rate for students with disabilities by supporting at least 12 additional students to increase their scores, resulting in a one-point growth on the corresponding indicator.				
(Evidence-based) Strategy Name: What Works Clearinghouse Organizing Instruction and Study to Improve Student Learning - Space Learning Over Time (Recommendation #1) Organizing Instruction and Study to Improve Student Learning		Description: To help students remember important information, teachers should make sure students revisit key concepts at least twice, with a break of several weeks or months in between. Research shows that reviewing material after some time helps students remember it better. This can be done through homework, class reviews, quizzes, or other activities. Teachers will be given access to data and feedback from common and summative assessments to examine student mastery and provide deliberate practice. Teachers and administration will use assessment data to assist in providing students on low-performing SOLs with additional learning opportunities and purposeful review to ensure mastery of skills.		
Tier of Evidence: Moderate				
Student Measure #1: SOL Data		Student Measure #2: Unit and Benchmark Data		
Staff Measure #1: Common Assessment Data		Staff Measure #2: Improvement in alignment of teacher-made assessments with Standards.		
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)
Evidence-based science intervention (EBI) professional development will be provided at the beginning of the school year. The Division Curriculum Specialist will be responsible for planning and delivering the EBI science PD.	July 2025	May 2025	Division Curriculum Specialist for Science	

Evidence-based science intervention (EBI) related professional development will be provided at least one other time during the school year.	November 2025	May 2025	Division Curriculum Specialist for Science	
Administration will provide feedback to teachers on teacher-made assessments at least two times per year.	August 2025	June 2026	Central Office and School Administration	None
Grade-level science teams will discuss and document EBI spaced learning activities in their team meetings and document their discussion at least 4 times per year.	August 2025	May 2026	Science Department Chairperson and Science Teachers	
Science teachers will document in their lesson plans when they implement spaced learning by noting the SOL they are reviewing.	August 2025	May 2026	Science Department Chairperson and Science Teachers	
Grade 6 and 7 Science teachers will administer mid-year assessments that will include learning from previously taught SOLs. 8th-grade science teachers will administer a predictor that will include previously taught 6th, 7th, and 8th-grade science SOL.	October 2025	May 2026	Science Department Chairperson and Science Teachers	None
After each unit science assessment, teachers will use data to identify content that they will provide space learning opportunities. They will document this in their team minutes.	August 2025	May 2026	Science Department Chairperson and Science Teachers	
During documented observations of science classes, the administration will specifically note observed implementation of spaced learning over time.	August 2025	May 2026	Science Department Chairperson and Science Teachers	
Administration will meet at least 2 times per year to review science EBI progress during data meetings with county-level instructional staff.	August 2025	May 2026	Science Department Chairperson and Science Teachers	
Division Curriculum Specialist will create a checklist for spaced learning over time, EBI for administration.	August 2025	May 2026	Division Curriculum Specialist for Science	

The School Testing Coordinator will provide data and information on commonly missed SOL items after unit/benchmark.	September 2025	April 2026	Central Office, School Administration, and School-Based Testing Coordinator	None
Teachers will use the information and data to implement weekly review sessions of previously taught material/spiraling material.	September 2025	April 2026	School Administration and Science Department Chairperson	None
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Culpeper County Public Schools - Meets three times a year with school administration to analyze student unit data to monitor student progress. - Updates data sheets with comparisons between last year and this year's scores. - Meets bimonthly as a division-level instructional team to discuss monitoring of the plan and plan for specific support that may be needed.				
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.			Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)			Analysis of Progress (update monthly)	
-July 31, 2025 - EBI professional development -September 2025 - Grade level and department planning meetings -October 2025 - Grade level and department planning meeting -November 4, 2025 - Continuation of EBI professional development -Division Curriculum Specialist presented EBI strategies and implementation best practices with department staff. -Division Curriculum Specialist will create a checklist for spaced learning over time, EBI for administration. -November 17, 2025 - County data review meeting			 Middle School Science PD July 31, 2025 Evidence - Agenda and Data 11/4/25 Work Day EBI Presentation  EBI Checklist Science 2025-26 Middle School - Teachers meet to plan lessons and review data and use information to plan for Friday review sessions, test preparation, etc. - School administration, reading specialist, and testing coordinator met with the Central Office Instruction Department and Office of Special Education to discuss assessment data and strategies for improvement to be implemented.	

-December 2025 - SOL predictor test data review -January 2026 - SOL pre-test data review	• Commonly missed questions show SOL weaknesses • Review lessons and SOLs to ensure alignment • Plans created for standards and skills that need to be remediated and retaught.
--	---

Domain I: Academic Supports			Content Area: Mathematics	
Barrier(s): Students struggle to complete 25 problem tests in 90 minutes or less. This is true for students with disabilities and like data. Students struggle to recall basic math facts, causing them to take longer to solve problems and become fatigued during testing. Students need deliberate practice to become fluent with their math facts.				
SMART Goal Statement: Floyd T. Binns Middle School will increase the math pass rate for students with disabilities by supporting at least 13 additional students to increase their scores, resulting in a one-point growth on the corresponding indicator.				
(Evidence-based) Strategy Name: What Works Clearinghouse (WWC) Improving Mathematical Problem Solving in Grades 4 Through 8 with a focus on #2 https://ies.ed.gov/ncee/WWC/PracticeGuide/16 Assist students in monitoring and reflecting on the problem-solving process.		Description: Teachers will assist students in monitoring and reflecting on the problem-solving process. This can help improve the problem-solving process, which will improve student progress.		
Tier of Evidence: Strong				
Student Measure #1: SOL Data		Student Measure #2: Unit and Benchmark Data		
Staff Measure #1: Common Assessment Data		Staff Measure #2: Improvement in small group and targeted instruction.		
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)
Evidence-based math intervention (EBI) professional development will be provided at the beginning of the school year.	July 2025	July 2025	Division Curriculum Math Specialist	None

Evidence-based math intervention (EBI) related professional development will be provided at least one other time during the school year.	November 2025	November 2025	Division Curriculum Math Specialist	None
After each math benchmark assessment, teachers will use data to identify and then address deficiencies.	August 2025	May 2026	Teachers, Math Dept Chairperson	None
Math teachers will administer benchmark assessments that will include assessment items that support the use of the problem-solving strategies.	August 2025	May 2025	Central Office and School Administration	None
During documented observations of math classes, the administration will specifically note observed implementation of problem-solving instruction.	August 2025	May 2026	School Administration	None
Grade-level math teams will discuss and document EBI problem-solving activities in their team meetings at least 4 times per year.	September 2025	June 2026	Central Office, School Administration, Math Dept Chairperson	None
Math teachers will provide appropriate instruction on problem solving relating to grade-level SOL at least 8 times during the school year and document this instruction in lesson plans.	August 2025	May 2026	Teachers and School Administration	None
Division Curriculum Specialist will create a checklist of problem-solving EBI recommendations for administration.	October 2025	May 2026	Math Curriculum Specialist	None
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Culpeper County Schools - Meets three times a year with the school administration to analyze student unit data to monitor student progress. - Updates data sheets with comparisons between last year's and this year's scores. - Meets bimonthly as a division-level instructional team to discuss monitoring of the plan and plan for specific support that may be needed				
<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)		

-July 31, 2025 - PD on Evidence-Based Intervention (EBI) -August 2025 - Department and grade level meetings -September 2025 - Grade level planning meetings -October 2025 - Grade level planning meetings -November 4, 2025 – Professional Development on EBI -December 2025 - Grade level review of common assessment data -January 2026 - Grade level review of new quarter pacing and curriculum guide	● Slide show from PD provided by Curriculum Specialist for Math https://docs.google.com/presentation/d/16-QG8uloQ6g3H9wF5byuwhOcXZnb1BsmKFts3NFP-GI/edit?slide=id.g3712f224a0a_0_927#slide=id.g3712f224a0a_0_927 ● Review and update pacing guide, lesson plans, and Lit Lab plans ● Review lesson plans and analyze assessment data for lesson plans ● Review lesson plans and analyze assessment data for lesson plans ● Division Curriculum Specialist presented EBI strategies and implementation best practices with department staff. ● Evidence - Agenda and Data 11/4/25 Work Day ○ EBI Presentation ● Plans created for standards and skills that need to be remediated and retaught ● Plans created for standards and skills that need to be remediated and retaught
--	--

Domain II: Staffing Supports				
Barrier(s): Number of inexperienced staff - 13/74(17%) with less than three years of experience, 9/74 (12%) with provisional licenses. An increase in the number of staff members leaving the field of education.				
SMART Goal Statement: The division will have at least an additional 5 Floyd T. Binns Middle School teachers pass the Praxis or become fully licensed as documented by Human Resources by June 2026.				
Strategy Name: Mentoring and Induction Tier of Evidence: Strong		Description: All new teachers are assigned a mentor. Experienced teachers (those new to the division) are provided with a colleague. Following 3 days of induction, mentors, the division-based Lead Mentor, and school-based Lead Mentor meet regularly with the new teachers, covering specific topics in each meeting.		
Student Measure #1: N/A		Student Measure #2: N/A		
Staff Measure #1: Number of staff who become fully licensed or endorsed.		Staff Measure #2: Teacher retention numbers 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	July 2025	April 2026	Human Resources, School-Based Administration	Local
Praxis tutoring-ongoing	September 2025	May 2026	Curriculum Specialists	None
School-based meetings with new teachers, mentors, and school-based lead mentor	August 2025	May 2026	School Administration	None
Human Resources Licensure Specialist meetings with teachers working toward endorsement	August 2025	May 2026	Human Resources	None
School-based bi-monthly PD, during planning blocks, for teachers with less than 2 years of experience	October 2025	April 2026	School-Based Administration, School-Based Teacher Leaders	None
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide practice materials and provide study support prior to teachers taking the Praxis test. Human Resources staff will provide reminders to teachers about testing windows, etc...				

<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)
-August 2025 Professional development for new teachers -August 2025 Curriculum Specialist met with new teachers -September 2025 School-Based Lead Mentor meeting with new teachers -October 2025 Human Resources Licensure Specialist meeting with teachers -October 2, 2025 School-Based PD during planning blocks for new teachers: topic-Classroom Management: Power Struggles and Attention Seeking Behavior -October 2025 School-Based Lead Mentor meeting with new teachers -November 2025 - Division Lead Mentor meetings with new teachers -November 6, 2025 - School-based PD during planning blocks for new teachers: topic-Current school improvement plan, how that relates to day-to-day school -December 2025 - School-Based Lead Mentor meeting with new teachers -January 2025 - School administrator meeting with new teachers for mid-year check and review	● Professional development on classroom management, curriculum, and technology ● Review of curriculum, new teacher questions ● Review of classroom management strategies, new teacher questions ● Discussion of steps to take/plan for licensure ● Review of topics and questions from new teachers ● Discussion of what power struggles and attention seeking looks like in the classroom, how to prevent, and how to deal with once started ● Discussion of new teachers' needs, areas to improve, celebrations, and strengths ● Review of topics and questions from new teachers ● Presentation and discussion about elements of the SIP and how that transfers to the classroom ● Discussion about the beginning of the new semester, resetting class behavioral expectations

Domain III: Organizational Learning Supports				
Barrier(s):				
SMART Goal Statement:				
Strategy Name:		Description:		
Student Measure #1:		Student Measure #2:		
Staff Measure #1:		Staff Measure #2:		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<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)		

Domain IV: School Climate Supports				
Barrier(s): Prior to COVID, the student chronic absentee rate was 10.85%. The 2021-2022 rate was 36%. The 2022-2023 rate was 27.03%. The 2023-2024 rate was 21.5%. The 2024-2025 rate was 19.8%. A high number of students continue to miss school with the permission of their parents.				
SMART Goal Statement: During the 2025-2026 school year, Floyd T. Binns will reduce the chronic absenteeism rate from 19.8% to 17.8%. This would show a 10% improvement.				
Strategy Name: Chronic Absenteeism - Communicate with families - Mentoring - Recognizing good attendance - Providing incentives for good attendance and improved attendance		Description: Multiple strategies will be used to attack chronic absenteeism in 2025-2026.		
Tier of Evidence: Strong				
Student Measure #1: Rate of chronic absenteeism		Student Measure #2: Rate by reporting groups		
Staff Measure #1: Increased number of attendance meetings.		Staff Measure #2: Increased number of student recognitions for 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)
Attendance meetings are held for students who are nearing the allowed number of absences or have exceeded the allowed number of absences.	Monthly-begin in September 2025	May 2026	School Administration School Attendance Secretary	none
Attendance rewards (treats) for students who have improved attendance from one 9-week period to the next.	Quarterly-begin in October 2025	May 2026	School Administration School Attendance Secretary	Local – approximately \$800.00
Monthly attendance competitions between grade-level teams. Each month, a winning team is recognized with a reward.	October 2025	May 2026	School Administration	Local - approximately \$800.00
Attendance secretary and school administrators make phone calls and/or send postcards to students who have multiple consecutive absences during the week.	September 2025	May 2026	School Administration	Postage for postcards

Attendance Secretary, counselors, and school administrators provide weekly rewards (Blackhawks Bucks, treats) for students who demonstrate/struggle with chronic absenteeism and attend all week/show improvement.	Weekly-September 2025	May 2026	School Administration	\$10.00 weekly
School leadership team holds weekly meetings to review student absences from the previous week. Next action steps discussed and planned for each student as needed.	Weekly-August 2025	May 2026	School Administration, Counseling Department, School Attendance Secretary	None
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide quarterly chronic absenteeism data by demographic group and grade level. The division will share best practices for improving attendance for students using a tiered intervention model. Attendance Improvement Plans have been revised to include school-based interventions. The division created an Attendance Report Card to accompany the academic report card in order to give parents a more complete picture of their child's attendance.				
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 2025 - School leadership team meets to discuss student absences -September 2025 - School leadership team meets to discuss student absences -October 2025 - School leadership team meets to discuss student absences -Attendance plan meetings for students -School-wide attendance competition winner announced for month of Oct. with reward provided -November 2025 - School leadership team meets to discuss student absences -Attendance plan meetings for students -December 2025 - School leadership team meets to discuss student absences		- Administration, counseling team, and attendance secretary meet to review student attendance - Administration, counseling team, and attendance secretary meet to review student attendance - Administration, counseling team, and attendance secretary meet to review student attendance - Rice Krispies Treats given to students with fewer than 3 missed days during 9 weeks - Ice cream sundaes for winning grade/team (8th) - School administrator and attendance secretary meet with parent and student to create or review attendance improvement plan - Administration, counseling team, and attendance secretary meet to review student attendance - School administrator and attendance secretary meet with parent and student to create or review attendance improvement plan - Administration, counseling team, and attendance secretary meet to review student attendance		

-Attendance plan meetings for students -January 2025 - School leadership team meets to discuss student absences -Attendance plan meetings for students - Review attendance data for 2nd 9 weeks and give whole school attendance treats to students -Winner of attendance competition for Nov and Dec announced	● School administrator and attendance secretary meet with parent and student to create or review attendance improvement plan ● Rice Krispies Treats given to students with few than 3 absences during the 9 weeks ● Donut treats for winning team/grade level (6th)