

Profile Information

Division: Danville Public Schools

School: Grove Park & Northside Preschool

Principal: Rhonda Wright-Simmers

Designations (if applicable): Jamesha Crews

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.

Grove Park and Northside Preschools involve internal and external stakeholders to help our preschool stay high-quality as evidenced by the Virginia Quality Birth to Five. We have monthly meetings with our team to discuss the needs assessment, the 90-Day plan and the CSSP plan. We also have parent communication through our Talking Points App and the Onflo communication system to get feedback on our preschool processes and our plan for improvement.

Domain I: Academic Supports

Focus Area: Improving Literacy and Math

Content Area: Literacy and Math

Barrier(s): New teachers are entering the school year with varying levels of familiarity with the preschool curriculum-STREAMin3, Virginia Early Learning and Development Standards (ELDS), assessment expectations, and inclusive instructional strategies. As teachers learn the curriculum throughout the year, they will need ongoing coaching and support to effectively differentiate literacy and mathematics instruction for all learners, including children with disabilities and diverse developmental needs.

This is the children's first experience in a school environment. We meet children where they are.

SMART Goal Statement: By Spring 2027, at least 85% of preschool students will perform in the Growing or Strong developmental bands on Early Math Assessment System (EMAS)n and on the Virginia Literacy and Language Skills (VALLS) skill measures.

(Evidence-based) Strategy Name: Strong Job-embedded instructional coaching and collaborative professional learning

Tier of Evidence: Job-embedded instructional coaching and collaborative professional learning are supported by moderate evidence demonstrating that sustained, targeted coaching and professional development can improve teacher instructional practices and positively impact student learning outcomes. The strategy provides teachers with ongoing opportunities for modeling, practice, feedback, reflection, and data-informed instructional adjustment.

Description: provides teachers with ongoing, individualized support in the effective implementation of evidence-based literacy and mathematics instruction and inclusive classroom practices.

Student Measure #1:

VALLS Spring Scores	Beginning	Growing	Strong
Letter Names	15%	14%	71%
Letter Sounds	16%	6%	78%
Sylb. Seg.	13%	4%	84%
Beg.Snd. Exp.	18%	7%	75%
Exp. Comp. ?	32%	46%	22%
Rec. Comp.	39%	21%	40%
Name Writing	18%	18%	63%

Student Measure #2:

Spring EMAS Scores			
Math Area	Beginning	Growing	Strong
Geometry	9%	11%	80%
Patterning	25%	4%	71%
Numeracy	15%	18%	67%
Computation	15%	14%	72%

Staff Measure #1: Monthly classroom walkthrough data

Staff Measure #2: Curriculum implementation/fidelity checks

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)
Provide additional curriculum orientation and ongoing support for new teachers.	8/2026	5/2027	Principal, Dean of Students and Instructional Coach.	No budget needed.
Use the instructional coach and experienced teachers to model effective literacy and mathematics lessons.	8/2026	5/2027	Principal & Dean of Students	No budget needed.
Incorporate inclusive strategies and differentiation into collaborative planning and professional learning.	8/2026	5/2027	Principal, Dean of Students and Preschool Special Education Support	No budget needed.
Conduct regular walkthroughs focused specifically on literacy, mathematics, student engagement, and differentiation.	8/2026	5/2027	Principal & Dean of Students	No budget needed.
Review student assessment and progress-monitoring data throughout the year to identify children needing additional support.	9/2026	5/2027	Principal, Dean of Students & Instructional Coach	No budget needed.
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				

The Local Education Agency (LEA) will support implementation by providing ongoing professional learning, instructional coaching, curriculum resources, and administrative support focused on high-quality preschool literacy and mathematics instruction. Because new teachers will be learning the curriculum and strengthening their use of inclusive classroom practices throughout the year, the LEA will provide differentiated support based on individual teacher needs.

To **monitor implementation**, LEA and school-level staff will use classroom walkthroughs, coaching cycles, collaborative planning, and ongoing review of student literacy and mathematics data. New teachers will also have opportunities to observe experienced teachers modeling effective curriculum implementation, differentiation, and inclusive instructional practices.

To **evaluate the effectiveness of the strategy**, the LEA will review multiple measures, including student growth in literacy and mathematics, assessment and progress-monitoring data, classroom walkthrough and observation data, and evidence of consistent curriculum implementation. School and division leadership will periodically review these findings to determine whether the strategy is producing the desired results.

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)
Beginning-to-end-of-year comparisons demonstrating a reduction in the percentage of students performing in the Beginning band and an increase in the percentage performing in the Growing or Strong bands.	
Classroom walkthrough and observation data demonstrating consistent implementation of developmentally appropriate, evidence-based literacy practices.	
Instructional coaching records documenting coaching cycles, modeling, feedback, and follow-up support provided to teachers.	

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Domain II: Staffing Supports

Focus Area:

Barrier(s):

SMART Goal Statement:

(Evidence-based) Strategy Name:
Tier of Evidence:

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.				
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)		

Domain III: Professional Learning Supports

Focus Area: Professional Development in Challenging Behaviors of Young Children

Barrier(s): It is difficult to provide the 15 hours of needed training for all Instructional Paraprofessionals due to their work hours.

SMART Goal Statement: By May 2027, 100% of preschool teachers and Instructional Paraprofessionals will complete 15 hours of professional development focused on the Pyramid Model and evidence-based practices for supporting the social-emotional and behavioral development of young children.

(Evidence-based) Strategy Name: Pyramid Model professional development with practice-based coaching. Tier of Evidence: The combination of Pyramid Model professional development and Practice-Based Coaching is supported by evidence demonstrating positive effects on educator practices, classroom environments, and children's social-emotional and behavioral outcomes.	Description: Preschool teachers and Instructional Paraprofessionals to strengthen staff knowledge and consistent implementation of evidence-based practices for preventing and responding to challenging behaviors. Professional development will focus on the Pyramid Model's evidence-based practices for promoting young children's social-emotional competence, including nurturing and responsive relationships, high-quality supportive environments, targeted social-emotional teaching strategies, and individualized interventions for children with persistent challenging behaviors.
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Student Measure #1:Spring Child Behavior Rating Scale showed Grove Park Preschool scored 75% and Northside scored 87% in Self-Regulation for Growing and Strong. Grove Park scored 83% and Northside scored 83% in Social Emotional in the Growing and Strong band.		Student Measure #2: Social-Emotional Skill Development		
Staff Measure #1: Professional Development Completion		Staff Measure #2: Pyramid Model Implementation		
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)
Identify Professional Development Needs	9/2026	1/2027	Principal, Dean of Students & Instructional Coach	No budget needed.
Develop a 15-Hour Professional Development Plan	9/2026	10/2026	Principal, Dean of Students & Instructional Coach	No budget needed.
Provide Flexible Training Opportunities	9/2026	5/2027	Principal	No budget needed.
Provide Pyramid Model Training to Classroom Staff	8/2026	5/2027	Instructional Coach	No budget needed. Training provided by Center for Early Success
Use Practice-Based Coaching	9/2026	5/2027	Instructional Coach	No budget needed.
Conduct Monthly Classroom Walkthroughs focusing on CLASS dimensions.	8/2026	5/2027	Principal & Dean of Students	No budget needed.
Monitor Professional Development Hours Monthly	8/2026	5/2027	Principal, Dean of Students & Instructional Coach	No budget needed.
Review Student Behavioral Data Monthly	8/2026	5/2027	Principal	No budget needed.

Provide Targeted Support Based on Data	8/2026	5/2027	Principal, Dean of Students & Instructional Coach	No budget needed.
Evaluate End-of-Year Outcomes	4/2027	5/2027	Principal	No budget needed.

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

The Local Education Agency (LEA) will support the implementation of Pyramid Model Professional Development with Practice-Based Coaching through our Ready Regions partners by providing the time, resources, training, coaching, and administrative support necessary for teachers and Instructional Paraprofessionals to participate in meaningful professional learning related to challenging behaviors and social-emotional development.

To address the identified barrier of limited professional development opportunities within Instructional Paraprofessionals' work schedules, the LEA will work with school leadership to provide flexible and accessible opportunities for staff to complete the required 15 hours of professional development. Training opportunities may include scheduled professional development days, job-embedded learning, small-group training, coaching, modeling, and other approved professional learning opportunities.

The LEA will support **monitoring** through monthly review of professional development completion records, classroom walkthrough data, coaching documentation, and Pyramid Model implementation measures. Particular attention will be given to ensuring that Instructional Paraprofessionals remain on track to complete the required 15 hours and have opportunities to apply their learning in the classroom.

The LEA will support **evaluation** by reviewing beginning-, middle-, and end-of-year implementation data along with student behavioral and social-emotional indicators. Data may include the frequency of challenging behaviors, behavior incidents, student engagement, self-regulation, and implementation of targeted Pyramid Model practices.

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 attendance records and certificates documenting the number of training hours completed by each preschool teacher and Instructional Paraprofessional.	
A schoolwide professional development tracking system showing each staff member's progress toward completing the required 15 hours by May 2027.	

Domain IV: School Climate Supports Focus Area: CLASS Score Improvement	
Barrier(s): Instructional Paraprofessionals not realizing that their actions in the classroom are just as important as the teachers.	
SMART Goal Statement: By Spring of 2027, both preschools CLASS score dimension totals in CLASS tool will be 6 or above. We will focus on strengthening positive staff-child interactions across the CLASS domains. Throughout the 2026–2027 school year, 100% of teachers and Instructional Paraprofessionals will participate in professional learning, coaching, modeling, and feedback focused on CLASS-aligned practices. All classroom staff will demonstrate increased understanding and consistent use of positive, responsive, developmentally appropriate interactions with children.	
(Evidence-based) Strategy Name: CLASS-Aligned Staff-Child Interaction Coaching and Professional Learning Tier of Evidence: Moderate Evidence. There is research supporting coaching and professional development focused on improving the quality of early childhood teacher-child interactions.	Description: CLASS-Aligned Staff-Child Interaction Coaching and Professional Learning for all preschool classroom staff, including teachers and Instructional Paraprofessionals. The strategy will provide ongoing, job-embedded professional development focused on improving the quality of adult-child interactions measured through the Classroom Assessment Scoring System (CLASS). Teachers and Instructional Paraprofessionals will receive training on CLASS domains and dimensions and will learn how their individual interactions with children contribute to the overall quality of the classroom environment. Professional learning will emphasize

	positive climate, teacher sensitivity, regard for student perspectives, behavior management, productivity, instructional learning formats, concept development, quality of feedback, and language modeling.
Student Measure #1: Student engagement & Positive Interactions	Student Measure #2: CLASS Spring Score are as follows: Grove Park scored 6.62 on Emotional Support and Northside scored 6.76. Grove Park scored 5.83 on Classroom Organization and Northside scored 6.41. Grove Park scored 5.76 on Instructional Supports and Northside scored 5.08. The total Dimension Score was 5.76 for Grove Park and 6.15 for Northside.
Staff Measure #1: CLASS observation scores	Staff Measure #2: Coaching and feedback documentation

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)
Establish Baseline Data	9/202	10/2025	Ready Region Partners	No budget needed.
Provide CLASS Training for All Classroom Staff	9/2026	5/2027	Instructional Coach & Principal	No budget needed.
Focus Professional Learning on Identified Areas of Need	9/2026	5/2027	Instructional Coach, Dean of Students & Principal	No budget needed.
Conduct Monthly CLASS-Focused Walkthroughs	8/2026	5/2027	Principal & Dean of Students	No budget needed.
Provide Timely Coaching and Feedback	8/2026	5/2027	Instructional Coach	No budget needed.

Use Monthly Data to Adjust Support	8/2026	5/2027	Instructional Coach, Dean of Students & Principal	No budget needed.
Recognize and Share Effective Practices	8/2026	5/2027	Instructional Coach, Dean of Students & Principal	No budget needed.
Measure End-of-Year Growth	4/2027	5/2027	Principal & Dean of Students	No budget needed.

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

The Local Education Agency (LEA) will support the implementation of the CLASS-Aligned Staff-Child Interaction Coaching and Professional Learning strategy by providing ongoing professional development, coaching, resources, and administrative support for both preschool teachers and Instructional Paraprofessionals. The LEA will reinforce the expectation that all adults in the classroom share responsibility for providing high-quality, responsive interactions with children.

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)

Walkthrough evidence demonstrating increased use of open-ended and higher-level questions, feedback loops, back-and-forth conversations, language expansion, problem-solving, and opportunities for children to explain their thinking.

Instructional coaching records documenting individual and classroom coaching cycles, modeling, feedback, reflection, and follow-up support.