Innovation Elementary School - School Action Plan - 2025-2026 to 2027-28
Principal: Claire Peters

Goal #1	Math - Achievement Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	**Spring 2025 - Math SOL (81% overall pass rate)*** Black - Pass. 70% (opp. gap 11%) Hispanic - Pass 62% (opp. gap 19%) EL - Pass 67% (opp. gap 14%) **SWD - Pass 38% (opp. gap 43%)** Econ. Disadv - Pass 67% (opp. gap 14%) Based on APS data, not VDOE data	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Math Mastery

3 Year Performance Goal

By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 70% to at least a 78%, reducing the gap from 11% to 8%
Hispanic - Increase pass rate from 62% to at least a 72%, reducing the gap from 19% to 14%
EL - Increase pass rate from 67% to at least a 76%, reducing the gap from 14% to 10%
SWD - **Increase pass rate from 38% to at least a 65%, reducing the gap from 43% to 21% (Year 1 of identification for Targeted Support and Improvement)**
Econ Disadv. - Increase pass rate from 67% to at least a 73%, reducing the gap from 14% to 11%

Annual Performance Goal Year 1 (2025-26)	**By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black** - Increase pass rate from 70% to at least a 73%, reducing the gap from 11% to 10% **Hispanic** - Increase pass rate from 62% to at least a 66%, reducing the gap from 19% to 17% **EL** - Increase pass rate from 67% to at least a 70%, reducing the gap from 14% to 13% **SWD** - **Increase pass rate from 38% to at least a 51%, reducing the gap from 43% to 32%** **Econ Disadv. -** Increase pass rate from 67% to at least a 70%, reducing the gap from 14% to 13%
Annual Performance Goal Year 2 (2026-27)	**By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black** - Increase pass rate from 73% to at least a 76%, reducing the gap from 10% to 9% **Hispanic** - Increase pass rate from 66% to at least a 69%, reducing the gap from 17% to 15% **EL** - Increase pass rate from 70% to at least a 73%, reducing the gap from 13% to 11% **SWD** - **Increase pass rate from 51% to at least a 59%, reducing the gap from 32% to 25%** **Econ Disadv. -** Increase pass rate from 70% to at least a 73%, reducing the gap from 13% to 11%
Annual Performance Goal Year 3 (2027-28)	**By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black** - Increase pass rate from 76% to at least a 78%, reducing the gap from 9% to 8% **Hispanic** - Increase pass rate from 69% to at least a 72%, reducing the gap from 16% to 14% **EL** - Increase pass rate from 73% to at least a 76%, reducing the gap from 11% to 10% **SWD** - **Increase pass rate from 59% to at least a 65%, reducing the gap from 25% to 21%** **Econ Disadv. -** Increase pass rate from 73% to at least a 75%, reducing the gap from 11% to 10%

Evidenced Based Intervention (EBI)
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

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Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
Recommendation 1: **K-5**- Provide systematic instruction during intervention to develop student understanding of mathematical ideas; Tier 1

Description: Effective interventions review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. This requires a systematic approach to developing intervention materials and resources so that students are taught and able to practice linking previously learned and foundational concepts to new learning.

During intervention, teachers should regularly present a variety of problems that require students to discriminate among problem types. To support students who are at risk for mathematics difficulties, teachers should also begin by using accessible numbers and build incrementally. Students will also require visual and verbal supports throughout instruction.

Rationale: To support students who are at risk for mathematics difficulties, during effective interventions teachers must review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. This requires teachers to:
1) Have a systematic approach to developing intervention materials and resources so that students are taught and able to practice linking previously learned and foundational concepts to new learning.
2) Regularly present a variety of problems that require students to discriminate among problem types.
3) Use accessible numbers and build incrementally.
4) Provide students with visual and verbal supports throughout instruction.

Intended Outcomes

Describe how student outcomes will improve as a result implementing the evidence-based strategy.

As a result of providing systematic instruction during intervention to develop student understanding of mathematical ideas, students outcomes will improve by:
1) Students will strengthen their foundational mathematical understandings as evidenced by formative and summative assessments
2) Students will demonstrate increased proficiency with solving a variety of problem types
3) Students who are at risk in mathematics, including students with disabilities, will pass end of course math SOL

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation	Cost Elements (Resources needed)	Funding Source
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommeded math workshop structures within each unit. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

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Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Co-teaching model used for the SPED co-taught class with built in co-planning time to ensure that Tier 1 instruction is planned in line with EBI practices that include providing students with access to multiple problem types, with visual and verbal supports.** **2) Within the core instructional block, every student will regularly meet with a teacher in a targeted small group who will deliver specialized instruction aligned to EBI practices that includes ensuring that students have ample opportunities to link previously learned and foundational concepts to new learning**	1) Sept - June 2026, ongoing 2) Sept - June 2026, ongoing	Classroom teachers, special education teachers	Principal, AP, math coach will monitor by conducting walkthroughs and observations and attending CLTs.	Substitutes provided for embedded quarterly planning days for general education and special education teacher	SIG Grant funds
Tier 2 *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Additional targeted small group 2-5x weekly using research based programs/strategies (Bridges, AVMR), aligned with EBI practices for intervention, progress monitored and documented.** **2) Implementation of a progress monitoring document for each teacher to keep data on small groups**	1) Sept - June 2026 2) Oct - June 2026	Classroom teachers, special education teachers, math coach	Principal, AP, math coach will monitor by conducting walkthroughs and observations and attending CLTs.	Substitutes provided for embedded quarterly planning days for general education and special education teacher	SIG Grant funds
Tier 3 * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies (Bridges, AVMR) that align with EBI practices and are progress monitored and documented.**	1) Oct - June 2026	Special education teachers, math coach	Principal, AP, math coach will monitor by conducting walkthroughs during small group and interventions	Funds to pay 3rd - 5th special education teachers outside of contract hours to be trained in AVMR math intervention	SIG Grant funds
Professional Learning: -Math coaches focus coaching cycles on intentional small group activities (adjusted from math workshop model) -Math coaches provide PL on specific interventions during math CLT -Math coaches provide PL to classroom assistants (kinder) on specific strategies for number sense and computation during designated professional learning time -Kindergarten and 1st grade receive AVMR intervention training (completed 2024-25, need to add new teachers) -All math coaches will receive training in AVMR intervention (completed 2024-25)	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles		

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Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Teachers will participate in coaching cycles, led by math coaches, on intentional small group activities that include EBI practices related to visual and verbal supports and access to a variety of question types** **2) 2nd grade teachers and 3rd-5th grade special education teachers receive AVMR intervention training** **3) Co-teaching pairs will attend a specially designed instruction summer institute to enhance skills and provide planning time for specially designed instruction that aligns with EBI practices and individual student needs**	1) Oct - June 2026 2) March - May 2026 3) June 2026	Classroom teachers, special education teachers, math coach	Principal, AP, math coach will monitor by conducting walkthroughs during small group and interventions	Funds to pay 3rd - 5th special education teachers outside of contract hours to be trained in AVMR math intervention Funds to pay substitutes so that 2nd grade teachers can be trained in AVMR Pay outside of contract time for co-teaching pairs to attend a SDI summer institute on specially designed instruction	SIG Grant funds

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SAGS-1.3-Math SOLs	**Strategic Plan - Key Performance Indicators**	KPI-SAGS-1.4-% of students passing the Math SOL
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
School level- NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions & small groups	**Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions & small groups	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions & small groups	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions & small groups
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

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1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) Leadership team includes data analysis of mid year MAP assessments and mid year Mastery Connect data. Based on data plans for continued intervention will be made.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) Leadership team includes data analysis of end of year MAP assessments and end of year Mastery Connect data. Based on data plans for continued intervention in subsequent school year will be made.

Goal #2	Reading - Achievement Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 - Reading SOL (76% overall pass rate)* Black - Pass 67% (opp. gap 9%) Hispanic - Pass 66% (opp. gap 10%) EL - Pass 43% (opp. gap 33%) **SWD - Pass 28% (opp. gap 48%)** Econ. Disadv - Pass 59% (opp. gap 17%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery
3 Year Performance Goal			
By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 67% to at least 76%, reducing the gap from 9% to 7% Hispanic - Increase pass rate from 66% to at least 75%, reducing the gap from 10% to 7% EL - Increase pass rate from 43% to at least 65%, reducing the gap from 33% to 17% **SWD - Increase pass rate from 28% to at least 62%, reducing the gap from 48% to 20% (Year 1 of identification for Targeted Support and Improvement)** Econ. Disadv. - Increase pass rate from 59% to at least 72%, reducing the gap from 17% to 11%		
Annual Performance Goal Year 1 (2025-26)	**By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** Black - Increase pass rate from 67% to at least 70%, reducing the gap from 9% to 8% Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 10% to 9% EL - Increase pass rate from 43% to at least 54%, reducing the gap from 33% to 24% **SWD - Increase pass rate from 28% to at least 45%, reducing the gap from 48% to 34%** Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 17% to 13%		

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Annual Performance Goal Year 2 (2026-27)	**By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** Black - Increase pass rate from 70% to at least 73%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 9% to 8% EL - Increase pass rate from 54% to at least 62%, reducing the gap from 24% to 19% **SWD - Increase pass rate from 45% to at least 55%, reducing the gap from 34% to 26%** Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 13% to 12%
Annual Performance Goal Year 3 (2027-28)	**By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** Black - Increase pass rate from 73% to at least 76%, reducing the gap from 7% to 6% Hispanic - Increase pass rate from 72% to at least 75%, reducing the gap from 8% to 7% EL - Increase pass rate from 62% to at least 65%, reducing the gap from 19% to 17% **SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 26% to 20%** Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 12% to 11%
Evidenced Based Intervention (EBI) *Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.*	

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Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

Description: The more words students read and the more they learn sound–spelling patterns (groups of letters that represent a single sound, such as ph) and word parts (letters or combinations of letters that appear in multiple words and hold a specific meaning, such as -ing), the more they will be able to recognize words in both familiar and unfamiliar contexts.

Providing students with explicit instruction in these skills in the lower grades will prepare them to be successful in reading and answering questions about both known and unknown passages in connected text and on assessments. Studies also show that providing this instruction to students at risk for reading disabilities in small group and one on one settings supports them in learning how to be efficient and fluent readers.

Rationale: Needs assessment indicates that teachers who work with students who are at risk for reading difficulties needs additional professional learning in both intervention models for decoding/encoding and in how to specially design instruction to ensure that explicit instruction is occuring for all students in tier 1, tier 2, and tier 3 instruction.

To support teachers in planning and delivering explicit instruction and intervention for:
1) Providing explicit opportunities for blending
2) Providing explicit teaching and practicing of sound spelling patterns
3) Teaching students to recognize common word parts
4) Providing time for students to read decodable words in isolation and in connected text
5) Providing explicit teaching of both regular and irregular high frequency words

Providing Reading Interventions for Students in Grades 4–5
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Tier 1

Description: Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. It is therefore important to teach students routines for determining the meaning of text passages and how to monitor their comprehension, while continuing to develop their word and world knowledge. This can be achieved in small group intervention by providing many opportunities for students to ask and answer questions about what they are reading. Explicit teaching of the types of questions they may ask and answer (right there, think and search, author and me) provides students with the knowledge and skill to comprehend familiar and unfamiliar text passages.

Rationale: Needs analysis indicates that students who are at risk for reading, need more time to engage with explicit instruction in decoding and comprehension skills.

To support students who are still building foundational literacy skills, including comprehension, to understand and answer questions about both familiar and unfamiliar texts by:
1) Teaching students routines for understanding the meaning (gist) of reading passages.
2) Teaching students how to monitor their comprehension.
3) Supporting word and world knowledge development.
4) Explcit teaching of the types of comprehension questions that students will encounter (right there, think and search, author and me)
5) Providing many opportunities for students to ask and answer questions about text

And Recommendation 1 Build students decoding skills so they can complex multisyllabic words. After the data analysis, some students need explicit decoding instruction in reading multisyllabic words.

Intended Outcomes
Describe how student outcomes will improve as a result implementing the evidence-based strategy.

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Grades K-3: As a result of teachers receiving professional learning to support planning and dellivering explicit instruction and intervention for decoding/encoding students will:
1) Become more fluent in their reading and writing of grade level phonics skills
2) Be better prepared to read familiar and unfamiliar words in isolation and in connected texts
3) Be able to recognize regular and irregular high frequency words in their reading
4) Be better prepared to read to learn in the upper grades

Grades 4-5: As a result of teachers rountinely using a set of comprehention-building practices to help students make sense of familiar and unfamiliar texts, students at risk for reading difficulties, including students with disabilities, will:
1) Become more comfortable with reading comprehension tasks and slow down when they complete them
2) Be able to answer a variety of comprehension question types related to familiar and unfamiliar text
3) Pass the end of course reading SOL

Grades 4-5: As a result of teachers providing decoding intervention, students will read the multisyllabic words accurately increasing their reading comprehension.

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation	Cost Elements (Resources needed)	Funding Source
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Add additional UFLI resource implementation at grade K-1 (NEW) * Implement CKLA in K-5 for language comprehension	Sept-June, ongoing	Admin, All teacher, EL teachers, SPED teachers	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Implement consistent phonics instruction at grades 4-5 (95% Phonics) to ensure that students receive instruction in decoding/encoding and comprehension that is aligned with EBI practices** **2) Co-teaching model used for inclusion SPED co-taught classes with embedded co-planning time to design tier 1 instruction that includes specially designed instruction, aligned with EBI practices, to meet the individual needs of students with disabilities.**	1) Sept - June 2026 2) Sept - June 2026	Classroom teachers, special education teachers	Principal, AP, and literacy coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for substitutes for embedded quarterly planning days for general education and special education teacher to specially design tier 1 instruction for students with disabilities Funds for instructional materials, including teacher manuals and foam phonics boards, for small group intervention	SIG Grant fund

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Tier 2: * Lexia recommended usage for structured literacy at student's level * Lexia English for EL 1 and EL 2 * Students identified for intervention in grades 3 through 5 will receive Phonics Lesson Library * Implementation of a schoolwide progress monitoring system for small group instruction (NEW) * Analyze progress monitoring data for small groups every third week at ELA CLT (NEW)	Sept-June, ongoing	Admin, All teachers, EL teachers, Reading Specialists, SPED teachers	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Students identified for intervention (MAP achievement percentile of 0-19) in grades 3 through 5 will receive intervention (explicit decoding instruction or UFLI) aligned with EBI practices from literacy interventionist or classroom teacher** **2) Progress monitoring every 2-3 weeks and adjustment in time or group instructional strategies made as needed.**	1) Nov - June 2026 2) Dec - June 2026	Classroom teachers, special education teachers, literacy interventionist	Principal, AP, and literacy coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for substitutes for 3rd - 5th grade SPED teachers so they can engage in UFLI training and observations Funds for materials to support implementation of UFLI interventions	SIG Grant fund
Tier 3: * Multisensory decoding/encoding lessons; repeated opportunities for practice * Progress monitoring every 2-3 weeks and adjustment in time or group instructional strategies made as needed. * Use of All-In Tutoring to provide additional intervention supports to students in small groups and after school.	Sept-June, ongoing	Admin, EL teachers, Reading Specialists, SPED teachers	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Structured literacy lessons provided in small group by special education teachers in addition to core ELA block** **2)Routinely use comprehension building practices in small group and interventions. (build word/world knowledge, ask/answer questions, get the gist...)**	1) November - May 2026 2) November - May 2026	Principal, teachers, tutors	Principal, AP, and tutoring coordinator will monitor by conducting walkthroughs of after school sessions and analyzing classroom data	Funds for substitutes for 3rd - 5th special education teachers to be trained in UFLI to provide explicit phonics intervention aligned with EBI practices	SIG Grant fund
Professional Learning: -All EL teachers trained in PLL and participate in a coaching cycle with the reading coach -All SPED teachers trained in PLL and participate in coaching cycle with the reading coach -All new teachers participate in mandatory literacy training provided by the state of Virginia -New teachers intentionally engaged in coaching cycles with reading coach related to effective small group intervention in reading -On-going coaching cycles/training for all staff on structured literacy strategies for tier 1 and tier 2	Sept-June, ongoing	Admin, EL teachers, Reading Specialists, SPED lead teacher	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

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Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) All SPED teachers will be trained in UFLI and small group phonics instruction to build decoding skills and participate in coaching cycle with the reading coach related to support implementation of the EBI's and effective reading intervention** **2) Embedded coaching from TNTP to support 3rd - 5th grade special education teachers in implementing EBI practices related to reading comprehension** **3) Co-teaching pairs will attend a Specially Designed Instruction Summer Institute to enhance skills and provide planning time for specially designed instruction supporting EBI practices in literacy skills**	1) Sept - June 2026 2) June 2026	Principal, AP, special edcuation teachers, literacy coaches	Principal and AP will monitor by conducting walkthroughs and observations of intervention sessions	Funds for substitutes for 3rd - 5th grade SPED teachers to be trained in UFLI for interventions Funds to support coaching by TNTP related to specially designed instruction and EBI practices for reading comprehension in grades 3-5 Pay outside of contract time for co-teaching pairs to attend a summer institute on specially designed instruction	SIG grant funds

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SAGS-1.1-Reading SOLs	**Strategic Plan - Key Performance Indicators**	KPI-SAGS-1.2-% of students passing the Reading SOL
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
School level data analysis- VALLSS NWEA reading Teacher/CLT/Grade data analysis- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups	Teacher/CLT/Grade data analysis- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups	School level data analysis- VALLSS NWEA reading Teacher/CLT/Grade data analysis- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups	School level data analysis- VALLSS Reading SOL Teacher/CLT/Grade analysis- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**
1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings 3) Leadership team conducts data analysis of mid year MAP and VALLSS assessments and plans for continued intervention	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings 3) Leadership team conducts data analysis of end of year MAP and VALLSS assessments and plans for continued intervention

Goal #3	Science - Achievement

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Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 Science SOL Results Overall pass rate - 65%	**Identify if goal is required based on state or federal requirements, or other guidelines**	Yes

3 Year Performance Goal

By June 2028, the pass rate on the 5th grade Science SOL will increase to 81%.

Annual Performance Goal Year 1 (2025-26)	By June 2026, the pass rate on the 5th grade Science SOL will increase to 69%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, the pass rate on the 5th grade Science SOL will increase to 72%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, the pass rate on the 5th grade Science SOL will increase to 81%.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement a CLT3 in 5th grade specifically for planning and data analysis of science instruction/learning every other week * Utilize Mastery Connect as an assessment and progress monitoring tool * Utilize on-going spiral assessments to ensure mastery of both 4th and 5th grade content standards. * Follow the 5 Es model of lesson construction to ensure that students are having opportunities to engage with and explore content using high level thinking skills * Create a visual word wall to display in each 5th grade classroom to support vocabulary development * Imbed 4th grade science standard review throughout the year * Utilize hands on and experiential learning in every science unit * Co-create number sense routines with AAC utilizing science .1 standards for use in math in 4th and 5th grade	Sept- June, ongoing	Administration, classroom teachers, SPED teachers, EL teachers, AAC	Walkthrough and observation data. Pacing calendar.
Tier 2 * Provide targeted EL support during 5th grade science instruction block * Collaborate with the science office to create and utlize modified resources to meet individualized student need * Provide targeted SPED support during 5th grade science instruction block	Sept- June, ongoing	Administration, classroom teachers, SPED teachers, EL teachers	
Tier 3 *Anaylze Unit assessment data to determine need for reteach groups on 5th grade science topics, reassess after reteach group	Sept- June, ongoing	Administration, classroom teachers, SPED teachers, EL teachers	

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Professional Learning 1) Administration will attend science instruction session at Administrative Conference 2) Staff, who have not already, will attend STEM scopes training 3) Countywide science specialist to support instructional planning during science CLT, as needed	August;	Administration, classroom teachers, SPED teachers, EL teachers	

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SAGS-1.4-Science SOLs	**Strategic Plan - Key Performance Indicators**	KPI-SAGS-1.5-% of students passing the Science SOL
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
Mastery Connect Assessments Progress Monitoring data	Mastery Connect Assessments Progress Monitoring data	Mastery Connect Assessments Progress Monitoring data	Science SOL

Goal #4	Professional Learning		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	On the 2025 YVM survey, 77% of teachers responded favorably to the question “I have the resources I need to offer personalized learning to best support all students."	**Identify if goal is required based on state or federal requirements, or other guidelines**	No

3 Year Performance Goal

By June 2028, at least 84% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.

Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 80% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 82% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 84% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**

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Action 1 (Co-teaching and Engaging Academics) *Provide targeted professional learning on co-teaching and specially designed instruction in both whole group staff meetings and smaller targeted settings (ex: SPED CLT) *Instructional rounds completed by all staff to look at engaging academics at Innovation and develop an instructional vision *Time in SPED and EL CLTs to learn more about co-teaching models and discuss application in classrooms	Sept - June ongoing	Admin, SST, EL lead	Admin will work collaboratively with the school leadership team and the Office of Special Education to plan and design leaning related to co-teaching and collect feedback from teachers to assess understanding and ability to apply different models.
Action 2 (Collaborative Learning Teams) *Ensure that co-teachers are able to attend and contribute to grade level CLT meetings	Sept - June ongoing	Admin	Admin will monitor attendance and participation at CLT meetings.
Action 3 (Targeted Support) * Working with individual teachers on their specific areas of growth related to content knowledge, specially designed instruction, and progress monitoring	Sept - June ongoing	Admin	Notes and feedback from meetings

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	**Strategic Plan - Key Performance Indicators**	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
	LGI-SCW-1.2-Frontline Professional Learning post-survey		
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
Exit tickets	Staff survey (Jan 2024)	Exit tickets	Your Voice Matters Survey - 2026 and 2028

Goal #5	Student Well-Being - School Safety		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-5-By 2030, at least 90% of APS students will report feeling safe at school		
Baseline Data	**Spring 2025 (YVM)** 69% of students responded favorably to the category: Student Well-Being: School Safety -83% of students reported feeling safe at school	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2028, at least 80% of students of students will respond favorably to the YVM category: Student Well-Being:School Safety

Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 73% of students will respond favorably to the YVM category: Student Well-Being: School Safety
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 76% of students will respond favorably to the YVM category: Student Well-Being: School Safety

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Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 80% of students will respond favorably to the YVM category: Student Well-Being: School Safety

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.6-Adhere to structured literacy practices to support foundational reading in all settings.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Schedule school counselor to provide classroom lessons on a monthly basis with a focus on peer relationships and anti-bullying in grades 3-5. * Incorporate skills related to peer relationships and problem-solving strategies in SEL Skill of the Week scope and sequence * Creation and sharing of school wide definition of bullying and responses to bullying	Sept - June ongoing	School counselors, administration, classroom teachers	Exit tickets from lessons
Tier 2: * Lunch bunch groups for students identified as needing additional support with peer relationships * Discuss progress monitoring data for lunch bunch groups at weekly Student Support CLT	Sept - June ongoing	School counselors, administration, classroom teachers	Progress monitoring data
Tier 3: * Regular discussions at Student Support CLT related to specfic incidents * Identification of students for additional services outside of school	Sept - June ongoing	Administration, student support team	Risk assessment data; social worker notes; discipline data

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SWB-1.2-YVM Student: School Climate	**Strategic Plan - Key Performance Indicators**	KPI-SWB-5.2-% of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th & 6-12th
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
Classroom lesson exit tickets	School-based survey	Classroom lesson exit tickets	YVM Survey