Long Branch - School Action Plan - 25.26 to 27.28
Principal: Jessica DaSilva

Goal #1	Math - Opportunity Gaps - SOL		
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 - SOL Black - 39% (29% opportunity gap) **Hispanic - 26% (42% opportunity gap)** EL - 28% (40% opportunity gap) **SWD - 30% (38% opportunity gap)** Econ. Disadv - 41% (27% opportunity gap)	**School Performance & Support Alignment** *(Select indicator that the goal addresses)*	Math Mastery

3 Year Performance Goal

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

Black - Increase pass rate from 39% to at least 66%, reducing the gap from 29% to 11%
Hispanic - Increase pass rate from 26% to at least 52%, reducing the gap from 42% to 15% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
EL - Increase pass rate from 28% to at least 62%, reducing the gap from 37% to 16%
SWD - Increase pass rate from 46% to at least 67%, reducing the gap from 38% to 14% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 41% to at least 65%, reducing the gap from 27% to 12%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 39% to at least a 51%, reducing the gap from 42% to 28% **Hispanic - Increase pass rate from 26% to at least a 43%, reducing the gap from 26% to 20%** EL - Increase pass rate from 28% to at least a 45%, reducing the gap from 40% to 27% **SWD - Increase pass rate from 30% to at least a 46%, reducing the gap from 38% to 25%** Econ Disadv. - Increase pass rate from 41% to at least a 53%, reducing the gap from 27% to 19%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 651% to at least a 60%, reducing the gap from 20% to 14% **Hispanic - Increase pass rate from 43% to at least a 54%, reducing the gap from 28% to 20%** EL - Increase pass rate from 45% to at least a 55%, reducing the gap from 26% to 19% **SWD - Increase pass rate from 46% to at least a 56%, reducing the gap from 25% to 18%** Econ Disadv. - Increase pass rate from 53% to at least a 61%, reducing the gap from 18% to 13%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 60% to at least 66%, reducing the gap from 14% to 11% **Hispanic - Increase pass rate from 54% to at least 62%, reducing the gap from 20% to 15%** EL - Increase pass rate from 55% to at least 62%, reducing the gap from 19% to 14% **SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 18% to 14%** Econ. Disadv. - Increase pass rate from 61% to at least 65%, reducing the gap from 13% to 12%

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

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Provide systematic instruction during intervention to develop students' understanding of mathematical ideas. (ESSA Evidence Tier: Tier 1 Strong) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12

Rationale: The EBI includes systematically designing instruction so that the mathematics students are learning builds incrementally. Systematically designed interventions most often include a "bundle" of practices used to build and support student learning strategically, including, but limited to:

-Present mathematics concepts in a cohesive and logical way.
-Introduce concepts strategically so that the new learning relates to concepts taught previously.

This carefully planned, intentional sequence of instruction capitalizes on prior learning and ensures that students have the knowledge necessary to learn new content effectively.

Need: During the needs assessment process, the team reviewed multiple sources of performance data for the student groups that were identified for targeted support and improvement. The root cause(s) identified include:
*Teachers need additional training and coaching to help hone their skills with effectively planning and facilitating small group instruction in a highly differentiated manner
*Professional Learning is needed to enhance Tier 1 planning for learning and teacher moves.

The root cause(s) listed above directly informs to the aligned EBI practice with strong evidence.

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

Implementing the EBI and corresponding action steps will provide systematic instruction during interventions to develop students' understanding of mathematical ideas. When teachers present mathematics concepts in a cohesive and logical way and introduce concepts strategically so that the new learning relates to concepts taught previously - this develops students' understanding of mathematical ideas.

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) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.

Action Steps

Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**	**Cost Elements** (Resources needed)	**Funding Source**
Tier 1 * Implement Mathematics resources utilizing county provided curricular resources. * Implement AVMR strategies and instruction in K-2 classes, and in classrooms 3-5 of trained staff * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the 3 recommeded math workshop structures within each unit. Every student will meet with the teacher weekly in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. *Personalized professional learning based on classroom walkthroughs	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, coaches	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		

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1) AVMR strategies [Verbal: "Show 7 and 5 more." [student may use fingers], Concrete: Build with counters. 1:1 correspondence, Representational: Draw a ten frame or quick dots. Different Orientation: What is 12 - 7? I have 12, take away some, and have 5 left. How many did I take away? Distanced: Write 7 + 5 = 12 and explain the strategy used (e.g., "I made a ten: 7 + 3 = 10, then 2 more = 12")] and instruction in K-2 classes, and in classrooms 3-5 of trained staff 2) EL and SpEd teachers to collaborate with Math Coach and in grade-level CLT to plan for scaffolded instruction in small group	1) Sept - June 2026, ongoing 2) Sept - June 2026, ongoing with a planning day in February for sped team to work with math coach	Classroom teachers, EL, SpEd teachers, coaches	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for professional learning and coaching on AVMR provided by trained professional representative; substitutes to cover release time for teachers to be trained in AVMR, substitutes for release time on quarterly planning days	SIG Grant
Tier 2 * Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR strategies and Bridges (as appropriate and by need) * 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, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		
1) Use Math Recovery® (AVMR) and Number Relations tools to address gaps in early numeracy in small group instruction	1) Sept - June 2026, ongoing	Classroom teachers, EL, SpEd teachers, coaches	Administration will monitor with walkthroughs and monitoring student progress through foundational numeracy skills	Funds for professional learning and coaching on AVMR provided by trained professional representative; substitutes to cover release time for teachers to be trained in AVMR	SIG Grant
Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges and Math Recovery® (by trained Math Recovery teacher) * Progress monitoring every 6-8 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. * Math Interventionist to pull specific, targeted groups for intensive intervention across primary grades	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		
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, progress monitored and documented. (Bridges, Do the Math, Math Recovery® (by trained Math Recovery teacher)	1) Sept - June 2026, ongoing	Classroom teachers, EL, SpEd teachers, coaches	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.	substitutes for release time on quarterly planning days	SIG Grant
Professional Learning: - AVMR training for new 2nd grade teacher and new kindergarten, and possibly untrained 3 - 5 teachers, SPED teachers, and EL teachers (budget depending) - Specific and targeted PD in CLTs around culturally responsive teaching from the DEI office, admin, and coaches - Walkthrough data for targeted, personalized PD for staff	Sept - June, ongoing	Administrators, Math Coach, DEI office	Principal & AP will support math coach during CLTs and in identifying teachers for coaching cycles		
1) AVMR training for new 2nd grade teacher and new kindergarten, and 3rd - 5th grade teachers and SPED teachers who have not yet been trained **2) Provide professional learning on research based instructional practices for small group instruction in the areas of numeracy during planning days** **3) Educators will participate in a four-part institute focused on designing and implementing effective Specially Designed Instruction (SDI) for K–5 students with disabilities. Designed for general education teachers, instructional coaches, and special educators, the institute provides explicit instruction and practical tools to support high-quality SDI. Participants will strengthen decision-making skills by learning how to analyze IEP goals and determine when SDI should be embedded within differentiated core instruction and when separate, more intensive instruction is needed.**	1) Sept - May 2026 training opportunities offered by Central Office 2) Quarterly Planning days	Administrators and Math Coach	Principal will work with Math coach to identify staff not yet trained in AVMR and subsquently pay for training and substitute days	Funds for professional learning and coaching on AVMR provided by trained professional representative; substitutes to cover release time for teachers to be trained in AVMR	SIG Grant

Progress Monitoring

Strategic Plan - Measures - To determine if	LGI-SAGS-1.3-Math SOLs	**Strategic Plan - Key Performance**	KPI-SAGS-1.4-% of students passing the Math SOL

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goal was achieved		**Indicators**	
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 AVMR assessments and progress monitoring **Teacher/CLT/Grade** -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**Teacher/CLT/Grade** -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level** NWEA - MAP Growth AVMR assessments and progress monitoring **Teacher/CLT/Grade** -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**
School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas. School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas. School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas. School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention. Administration will review completion of AVMR trained staff

Goal #2	Reading - Opportunity Gaps - SOL		
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 - SOL Black - 43% (24% opportunity gap) **Hispanic - 22% (45% opportunity gap)** EL - 19% (48% opportunity gap) **SWD - 41% (26% opportunity gap)** Econ. Disadv - 37% (30% opportunity gap)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

3 Year Performance Goal

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

Black - Increase pass rate from 43% to at least 65%, reducing the gap from 24% to 11%
Hispanic - Increase pass rate from 22% to at least 61%, reducing the gap from 45% to 15% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
EL - Increase pass rate from 19% to at least 60%, reducing the gap from 48% to 16%
SWD - Increase pass rate from 41% to at least 65%, reducing the gap from 26% to 11% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 37% to at least 65%, reducing the gap from 30% to 11%

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Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 43% to at least 54%, reducing the gap from 24% to 16% **Hispanic - Increase pass rate from 22% to at least 41%, reducing the gap from 45% to 29%** EL - Increase pass rate from 19% to at least 39%, reducing the gap from 48% to31% **SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 26% to 18%** Econ. Disadv. - Increase pass rate from 37% to at least 50%, reducing the gap from 30% to 20%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 54% to at least 62%, reducing the gap from 16% to 12% **Hispanic - Increase pass rate from 41% to at least 53%, reducing the gap from 29% to 21%** EL - Increase pass rate from 39% to at least 52%, reducing the gap from 31% to 22% **SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 17% to 13%** Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 20% to 14%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 62% to at least 65%, reducing the gap from 11% to 11% **Hispanic - Increase pass rate from 53% to at least 61%, reducing the gap from 20% to 15%** EL - Increase pass rate from 52% to at least 60%, reducing the gap from 21% to 16% **SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 12% to 11%** Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 14% to 11%

Evidenced Based Intervention (EBI)

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

K-3: Teach students to decode words, analyze word parts, and write and recognize words. (ESSA Evidence Tier 1: Strong) https://ies.ed.gov/ncee/WWC/PracticeGuide/21

Rationale: Once students know a few consonants and vowels, they can begin to apply their letter– sound knowledge to decode and read words in isolation or in connected text.80 Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of the meaningful word parts in the language.

Need: During the needs assessment process, the team reviewed multiple sources of performance data for the student groups that were identified for targeted support and improvement. The root cause(s) identified include:
*More professional learning and collaborative time is needed on pedagogical strategies to build foundational literacy skills (decoding, analyzing, writing, recognizing, and comprehending what they read).
*Professional Learning is needed to enhance Tier 1 planning for learning and teacher moves.

4-5: Build students' decoding skills so they can read complex multisyllabic words
Rationale: performance data indicates upper grade students need explicit decoding instruction to support them with word recognition and decoding multisyllabic words.
4-5: Routinely use a set of comprehension-building practices to help students make sense of the text. All four parts: (A) Build students' world and word knowledge so they can make sense of the text, (B) Consistently provide students with opportunities to ask and answer questions to better understand the text they read, (C) Teach students a routine for determining the gist of a short section of text, (D) Teach students to monitor their comprehension as they read. (ESSA Evidence Tier 1: Strong) https://ies.ed.gov/ncee/WWC/PracticeGuide/21

Rationale: 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. By the time students are in upper-elementary grades, reading material in all subject areas conveys information and ideas that students are expected to learn and understand

Need: During the needs assessment process, the team reviewed multiple sources of performance data for the student groups that were identified for targeted support and improvement. The root cause(s) identified include:
*Teachers need to provide students with disabilities daily small group or intervention support using research based resources in order for them to make more than a year's worth of progress on foundational literacy skills, especially comprehension.

The root cause(s) listed above directly informs to the aligned EBI practice with strong evidence.

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Intended Outcomes

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

By implementing Tier 1 evidence-based literacy practices, teachers will consistently and effectively instruct students in decoding, word analysis, writing, word recognition, and comprehension strategies. Through targeted professional learning and collaborative planning, staff will strengthen instructional moves that build students' world and word knowledge, support questioning, teach students to determine gist, and monitor comprehension.

As a result, all students—particularly those identified for targeted support—will demonstrate measurable growth in foundational literacy skills and reading comprehension, leading to increased proficiency on classroom assessments, benchmark measures, and state literacy outcomes.

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) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.

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) * Implement CKLA in K-5 for language comprehension and explicit vocabulary instruction * Utilize engagement/thinking strategies to provide opportunities for rigor	Sept-June, ongoing	Admin, All Teachers, instructional coaches	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		
1. Implement accelerated phonics plan (UFLI) in 2nd and 3rd grade during the core instructional block 2.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 specially designed instruction with multiple problem types and practice opportunities with visual and verbal supports.	Oct-June 2026, ongoing 2026	Admin, All Teachers, instructional coaches	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for professional learning and coaching on UFLI provided by trained professional representative; substitutes to cover release time for teachers to be trained in these programs. Substitutes to cover release time for teachers to plan for instruction based on their learning from the trainings.	SIG Grant
Tier 2: * Lexia recommended usage for structured literacy at students level * Collaborative planning with EL and SpEd teachers to differentiate accordingly	Sept-June 2026, ongoing	Admin, All Teachers, Reading Specialist	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		
1. Using assessment data, students identified for additional targeted support will receive small group instruction using research based strategies (UFLI, Sonday, OG)	Sept-June 2026, ongoing	Admin, All Teachers, Reading Specialist	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.	substitutes for release time on quarterly planning days , Sonday systems materials	SIG Grant
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		

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1. Multisensory decoding/encoding lessons; repeated opportunities for practice for students requiring Tier 3 intervention 2) Integrate comprehension-building practices to help students make sense of text 3) Reading specialists use multiple data points (screeners, diagnostics, and data from tier 1 instruction) to provide explicit and systematic reading intervention to students who require it. 4) Students receive a reading plan who are identified as high risk on BOY VALLSS (K-2) or Below Basic or Basic on Reading SOL in the year prior (4-5). The intervention is a systematic, explicit intervention focused on multisyllabic decoding and/or comprehension strategies 30 minutes a day, 5 days a week. Interventionists will consistently provide students with opportunities to ask and answer questions to better understand the text they read; teach students a routine for determining the gist of a short section of text; and teach students to monitor their comprehension as they read.	Sept-June 2026, ongoing	Admin, All Teachers, Reading Specialist	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for professional learning and coaching on UFLI and Sonday provided by trained professional representative; substitutes to cover release time for teachers to be trained in these programs. Substitutes to cover release time for teachers to plan for instruction based on their learning from the trainings.	SIG Grant
Professional Learning - Prioritize ELA standards as a grade level team for each unit of CKLA (2nd-5th) - Prioritize ELA standards as a grade level team for each unit of phonics (K & 1st)	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.		
1. All 4th and 5th grade classroom teachers and 3 Special education teachers will receive training in the Sonday systems to use with students in small group instructional spaces. 2. Selected staff in K-3 will be trained in UFLI to provide research based targeted support in small group instruction 3. Train 3 teachers in GLAD (Guided Language Acquisition Design) to equip them with 35+ classroom strategies to create engaging, language-rich, and culturally responsive environments. 4. Educators will participate in a four-part institute focused on designing and implementing effective Specially Designed Instruction (SDI) for K–5 students with disabilities. Designed for general education teachers, instructional coaches, and special educators, the institute provides explicit instruction and practical tools to support high-quality SDI. Participants will strengthen decision-making skills by learning how to analyze IEP goals and determine when SDI should be embedded within differentiated core instruction and when separate, more intensive instruction is needed.	Sept-June 2026, ongoing	Admin, All Teachers, Reading Specialist	Instructional coach will provide an update to the principal to ensure that all teachers have completed the training.	Funds for professional learning and coaching on UFLI, Sonday, and GLAD provided by trained professional representative; substitutes to cover release time for teachers to be trained in these programs. Substitutes to cover release time for teachers to plan for instruction based on their learning from the trainings.	SIG Grant

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- NWEA MAP Growth **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS	**Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS	**School level-** NWEA MAP Growth **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS	**School level** NWEA MAP Growth **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

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School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' decoding and comprehension.	School leadership team to review all grade K-3 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of foundational literacy skills. School leadership team to review all grade 4 - 5 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of reading comprehension skills. School leadership team to conduct monthly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades 2 and 3 and research based strategies utilized during Tier 2 and 3 instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all grade K-3 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of foundational literacy skills. School leadership team to review all grade 4 - 5 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of reading comprehension skills. School leadership team to conduct monthly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades 2 and 3 and research based strategies utilized during Tier 2 and 3 instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all grade K-3 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of foundational literacy skills. School leadership team to review all grade 4 - 5 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of reading comprehension skills. School leadership team to conduct monthly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades 2 and 3 and research based strategies utilized during Tier 2 and 3 instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	2024 - 2025 63% students with disabilities spend 80% or more of their school day in a general education setting	**Identify if goal is required based on state or federal requirements, or other guidelines**	
3 Year Performance Goal			
By June 2028, at least 77% of students with disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 67% of students with disabilities will spend 80% or more of their school day in a general education setting.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 72% of students with disabilities will spend 80% or more of their school day in a general education setting.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 77% of students with disabilities will spend 80% or more of their school day in a general education setting.		
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 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Action Steps			
Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**
Tier 2: Students should receive targeted and explicit instruction aligned to their IEP goals and other areas of need.	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	Principal & AP will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and
Tier 3: Reconvene IEP team to consider additional supports/resources	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	

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*Build teacher capacity around Tier 1, 2, and 3 practices to support the targeted subgroups. *Personalized professional learning based on classroom walkthroughs	Sept-June, Ongoing	Classroom teachers, admin, instructional coaches	conducting walkthroughs and observations and attending CLTs.

Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	**Strategic Plan - Key Performance Indicators**	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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)**
LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic plan portal

Goal #4	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	2024-25 - 59% of students with disabilities responded favorably to this section on the Your Voice Matters survey.	**Identify if goal is required based on state or federal requirements, or other guidelines**	
3 Year Performance Goal			
By June 2028, 80% of students with disabilties will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, 65% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, 73% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, 80% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.		
Action Steps			
Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**

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Action 3 - Staff will identify each student by name, strength, and need. Through an in-house survey to students in grades 3-5, students who do not respond favorably to responses will be matched with tier 2 and 3 supports, such as one-on-one check-ins and small groups using evidence-based curriculums.	September - June, Ongoing	Admin/ couselors, all staff participate	Principal & AP will support with MTSS, school-based mental health team, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Action 2 - All classroom teachers will have 20 minutes of Morning Meeting, where students will engage in SEL practices, to include implementing with fidelity Second Step lessons, the school selected SEL curriculum. Morning meetings will align with one of the 5 CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, SEL Lead, all staff participate	Principal & AP will support with MTSS, school-based mental health team, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Action 1 - All staff will create an affirming environment to students by establishing classroom expectations and creating cozy corners. The school will purchase cozy corner toolkits and the SEL Lead will create a presentation for staff to teach students how to use the cozy corners during the first month of school.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, SEL Lead, all staff participate	Principal & AP will support with MTSS, school-based mental health team, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	**Strategic Plan - Key Performance Indicators**	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-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)**
In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives		In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives	Your Voice Matters survey results

Goal #5	English Learner Progress		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	2024-25 - 41% of EL students made expected growth on the WIDA Access test.	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2028, at least 60% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 47% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 53% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 60% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.

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Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps			
Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**
Action 1 The EL team will create a schedule for the EL population to determine when they will push-in to co-teach in the classrooms and when they will pull out EL students for English Language Development small group instruction.	Sept-June ongoing		
Action 2 The EL team will coach and model strategies in the classroom to general education teachers.	Sept-June ongoing		
Action 3 Use data (ACCESS scores, formative assessments) to group students and provide small-group language support targeting listening, speaking, reading, and writing.	Sept-June ongoing		
Action 4 Hold regular data meetings to analyze ELL student data and adjust instructional strategies or supports and from those meetings, set growth targets for individual students based on baseline proficiency and instructional goals.	Sept-June ongoing		

Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	**Strategic Plan - Key Performance Indicators**	
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)**
VALLS NWEA - Reading	VALLS NWEA - Reading WIDA Language Charts	VALLS NWEA - Reading WIDA Access administration	WIDA Language charts