

Goal 1: English Learner Achievement

3-Year Goal Statement:

Include the goal statement completed as part of the needs assessment process.

By the end of the 2027–28 school year, the percentage of English Learner students meeting the state benchmark on the English Language Proficiency assessment will increase from the current baseline (34%) to 58%, reflecting three consecutive years of measurable growth.

School Performance and Support Framework Alignment

Select indicator that the goal addresses.

English Learner Progress ▾

Measurable Objectives

Define objectives that support accomplishing the goal.

Measurable Objective Year 1

Increase the percentage of EL students meeting benchmark by a minimum of 8 percentage points over the baseline through implementation of targeted differentiated instruction and co-teaching models.

Measurable Objective Year 2

Increase the percentage of EL students meeting benchmark by a minimum of 8 percentage points over the Year 1 through implementation of targeted differentiated instruction and co-teaching models.

Measurable Objective Year 3

Achieve 58% of EL students meeting the state benchmark; sustain co-teaching structures; document and disseminate school-level practices with strongest growth outcomes.

Evidence-Based Strategy

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

Teachers will participate in targeted professional development focused on sheltered instruction, language acquisition strategies, and classroom differentiation for English Learners. Co-teaching models of station teaching, parallel teaching, and/or team teaching by pairing EL specialists with content teachers will be implemented in all ELA classrooms that serve English Language Learners. PLC+ teams will include EL data in regular instructional review cycles, with the EL coordinator facilitating quarterly data conversations. Evidence tier: Tier I (Strong Evidence — sheltered instruction/SIOP has substantial research support for EL academic outcomes).

Intended Outcomes

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

English Learner students will receive differentiated, language-rich instruction in content classrooms. Teachers will demonstrate increased competency in EL instructional strategies as measured by walkthrough data and coaching logs. Over three years, EL benchmark attainment will reach 58%, closing the gap between EL students and their peers division-wide.

Lead person (Who is responsible for ensuring the work gets done?)

School Admin, Division EL Coordinator, Building Lead EL Teacher

Team Members (Who are responsible for doing the work?)

EL Teachers, Classroom Co-Teachers, all classroom teachers, School Admin, Division EL Coordinator

Action Step (What will be accomplished?) <i>List the specific, sequenced steps required to complete</i>	Process Owner (Who is responsible for ensuring the action step is complete?) <i>Identify a single, accountability lead.</i>	Time Frame (How long will it take?) <i>Identify the start and end dates for each</i>	Progress Checks (How will the team monitor progress?) <i>Define key dates to review process, make</i>	Measures of Success (How will the team know if the action step is complete?) <i>Define clear, observable</i>	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
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the activity.		action step, including any key milestones.	adjustments, and confirm the work remains on track.	indicators of completion.		
Provide targeted professional development on scaffolding, co-teaching, and high-leverage strategies aligned to WIDA standards (SIOP, WIDA ELD Standards Framework, Scaffolding Instruction for ML Students).	EL Coordinator	September 2026 May 2028	Annual Review	Professional development calendar completed annually; staff participation records; shared repository of EL instructional resources, evidence of taught strategies in walkthroughs and observations	Cost for any guest presenters for PD	Local
Implement quarterly lesson plan reviews for EL strategy alignment using a division template based on WIDA.	School Admin	September 2026 May 2027	Quarterly Review	Lesson plans consistently demonstrate aligned EL supports and language objectives; walkthrough data shows increased implementation of EL strategies	None	
Incorporate EL student performance review into PLC data cycles with coaching support.	Content MCLs	September 2026 May 2027	Quarterly Review	PLC Agendas Year 1: PLC teams regularly analyze EL performance on classroom and common assessments. Year 2: PLC teams incorporate English language proficiency growth data into	Cost of assessment tool to track EL progress on english proficiency	Local

				instructional planning. Year 3: PLC teams demonstrate documented instructional adjustments based on EL performance trends.		
Facilitate peer learning walks with a focus on EL instructional practices in classrooms.	Content MCLs	September 2027 May 2028	Quarterly Review	Peer walkthrough schedules completed; instructional trends documented; teachers implement observed EL strategies within classroom instruction	None	
Conduct quarterly EL Summit K-12 data meetings with administrators, EL teachers, and classroom teachers to identify trends, monitor subgroup growth, and adjust interventions.	Building EL Lead & Division Supervisor	September 2027 May 2028	Quarterly Review	Summit K-12 Data meeting agendas, intervention plans, and follow-up actions are consistently completed; EL subgroup growth trends improve annually	None	

Goal 2: Professional Learning Communities- Collective Teacher Efficacy

3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>			By the end of the 2027–28 school year, all PLCs at Daniel Morgan Intermediate School will operate at a high-functioning level as defined by the PLC+ framework, with teachers demonstrating collective efficacy in using student data to drive instructional decisions.			
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>			Readiness ▾			
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>			Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3	
			Establish consistent PLC+ structures at all schools; train all PLC facilitators in the four critical questions; admin conduct a minimum of 5 walkthroughs per week logged in Kickup aligned to PLC+ look-fors.	At least 75% of PLCs demonstrate evidence of data-informed instructional adjustments as documented in PLC logs and walkthrough data; principal and APs participate in quarterly calibration walks with C&I team.	All PLCs demonstrate high-functioning status as measured by the division's PLC quality rubric; student outcome data shows measurable improvement in schools with highest PLC fidelity	
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>			The division will sustain its Solution Tree PLC consulting partnership to provide ongoing coaching, facilitation modeling, and team-level feedback. The C&I team will implement a quarterly walkthrough report-out cycle in which school admin present school-level PLC and instructional data. Division non-negotiables for PLC meetings — focused on learning, collaboration, and results — will be established and communicated to all staff. AI tools will be embedded in PLC workflows to support data analysis, resource curation, and differentiation planning. Evidence tier: Tier I (Professional Learning Communities have an extensive evidence base; see Hattie's effect size for Collective Teacher Efficacy, d = 1.57).			
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>			PLCs will shift from logistics and compliance meetings to genuine instructional improvement cycles. Teachers will develop shared responsibility for student outcomes, and leaders will have consistent data from walkthroughs and PLC logs to identify instructional needs and direct targeted support.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			School Based Admin			
Team Members <i>(Who are responsible for doing the work?)</i>			MCLS and MTRTs			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step,	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>

		including any key milestones.	confirm the work remains on track.	indicators of completion.		
Establish and communicate division PLC non-negotiables aligned to the PLC+ framework and four critical questions.	Director of Curriculum & Instruction	August 2026 – September 2026	Monthly admin meeting	PLC expectations document distributed to all staff	None	
Train school admin, MCLs, and MTRTs on PLC+ expectations, facilitation strategies, data protocols, and collective efficacy practices	C&I Team	August 2026 – June 2027	Quarterly Check	Evidence of completed training 100% of school leadership teams and facilitators complete training; increased PLC rubric ratings	Solution Tree partnership; professional learning materials	Division funds
Implement consistent PLC meeting structures and common documentation tools across all schools.	School Admin	September 2026 – June 2027	Monthly review	PLC documentation All PLC teams submit PLC documentation aligned to division expectations	None	
Conduct weekly instructional walkthroughs aligned to PLC+ look-fors and enter data into Kickup for analysis.	School admin	September 2026 – June 2027	Monthly review	Walkthrough data Minimum of 5 walkthroughs per week completed and logged by each administrator; trends shared with staff	Kickup platform cost	Division funds
Quarterly calibration walks with admin and the Curriculum & Instruction team to ensure consistent instructional expectations.	C&I Team School admin	October 2026 – May 2027	Quarterly Debrief	Notes from monthly meetings Increased inter-rater reliability and consistency in walkthrough feedback across schools	None	

Monitor PLC effectiveness using the division PLC quality rubric and provide targeted coaching and feedback to teams needing additional support.	School admin	October 2027 – June 2028	Quarterly review	At least 75% of PLCs meet proficiency targets by Year 2 and all PLCs reach high-functioning status by Year 3	None	
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Goal 3: Instructional Clarity & Teacher Effectiveness

3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>			By the end of the 2027–28 school year, 100% of classrooms will demonstrate evidence of learning intentions and success criteria that are visible, student-facing, and actively referenced during instruction, as measured by walkthrough data logged in Kickup.			
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>			Readiness ▾			
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>			Measurable Objective Year 1 Train all teachers and administrators on learning intentions and success criteria during preservice; establish walkthrough look-fors aligned to Teacher Clarity (Pillar 1); admin conduct baseline walkthrough data collection in Kickup beginning in October.	Measurable Objective Year 2 Walkthrough data shows learning intentions and success criteria visible and student-facing in at least 80% of observed classrooms; C&I provides school-level feedback and targeted coaching support.	Measurable Objective Year 3 Learning intentions and success criteria observed in 100% of classrooms; student survey data reflects student ability to articulate their learning goal; Teacher Clarity practices documented as sustainable division norms.	
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>			AI will be embedded in professional development for all teachers to support the design of high-quality learning intentions, success criteria, and formative assessments. Teachers will participate in AI Ambassador training and school-based AI implementation planning tied to instructional goals. The walkthrough system (5 per week per administrator, logged in Kickup) will serve as the primary accountability mechanism. Calibration walks with C&I will build a shared understanding of look-fors. Evidence tier: Tier I (Hattie's Visible Learning, Teacher Clarity $d = 0.85$ — more than twice the expected annual growth).			
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>			Students across K–12 will have daily access to clear learning targets and defined success criteria. Teachers will use AI tools to reduce planning time and increase the precision of instructional design. Walkthrough data will provide division leadership with a real-time picture of instructional quality, enabling evidence-based coaching and PD decisions.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			School Admin			
Team Members <i>(Who are responsible for doing the work?)</i>			School Admin			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step,	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>

		including any key milestones.	confirm the work remains on track.	indicators of completion.		
Participate in division-wide professional development on learning intentions, success criteria, formative assessment practices, and Teacher Clarity expectations during preservice and ongoing professional learning sessions.	School admin	August 2026 – May 2028	Quarterly reviews	All instructional staff participate in Teacher Clarity training; PD artifacts and resources are maintained and shared division-wide	Presenter Costs	Division Funds
Communicate division walkthrough look-fors aligned to Teacher Clarity expectations and ensure consistent use across all admin.	Principal	August 2026 – October 2026	Monthly administrative meeting	Division walkthrough tool finalized and implemented consistently	Kickup platform cost	Division funds
Conduct a minimum of five weekly walkthroughs per administrator focused on learning intentions, success criteria, and student engagement, with data logged in Kickup.	School admin	October 2026 – May 2028	Quarterly reviews	Walkthrough completion rates meet division expectations; walkthrough data demonstrates yearly increases in Teacher Clarity implementation	Kickup platform cost	Division funds
Embed AI tools into teacher planning processes to support the development of standards-aligned learning intentions, success criteria, and formative assessments.	School admin	September 2027 – May 2028	Annual review	Teachers consistently utilize AI-supported instructional planning tools as evidenced through lesson plans, PLC artifacts, and walkthrough data	AI platform access	

Quarterly calibration walks with school leaders and the Curriculum & Instruction team to ensure consistency in walkthrough feedback and instructional expectations.	C&I Team School admin	September 2027 – May 2028	Quarterly Review	Increased consistency in walkthrough feedback across schools and improved reliability of observational data	None	
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Goal 4: Student Agency & Goal Setting

3-Year Goal Statement:

Include the goal statement completed as part of the needs assessment process.

By the end of the 2027–28 school year, students at Daniel Morgan Intermediate School will demonstrate measurable growth in their ability to articulate their learning goals, self-assess their progress, and take ownership of their learning, as measured by student survey data and classroom observation evidence.

School Performance and Support Framework Alignment

Select indicator that the goal addresses.

Readiness ▾

Measurable Objectives

Define objectives that support accomplishing the goal.

Measurable Objective Year 1

Division pilot student goal-setting frameworks with identified teacher teams; establish student-facing language for learning goals aligned to success criteria; integrate goal-setting into Standards-Based Grading implementation.

Measurable Objective Year 2

Expand goal-setting structures to all students; students in at least 80% of walkthrough-observed classrooms can articulate their learning goal and current progress; include student agency indicators in the walkthrough tool.

Measurable Objective Year 3

Student goal-setting is embedded in school culture; student survey results show year-over-year growth in self-efficacy and ownership of learning; PBL units incorporate student-driven goal-setting as a standard component.

Evidence-Based Strategy

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

Student goal-setting will be embedded as a core strategy under Student Agency (Pillar 3, d = 1.33). Piloting teachers will develop and test age-appropriate goal-setting activities and frameworks across grade levels. Project-Based Learning will serve as a vehicle for students to develop and monitor goals through authentic tasks (5 Cs + disposition spectrum). Accurate, standards-based grading (removing the grade floor, aligning retake policies, SOL weighting) will ensure that student self-assessment is grounded in honest data. Evidence tier: Tier I (Student Agency/self-regulation has strong research support; see Hattie, d = 1.33).

Intended Outcomes

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

Students will transition from passive recipients of grades to active participants in their own learning. Goal-setting structures will reinforce the Grading–Agency connection: accurate grades make honest self-assessment possible. Over three years, student survey data will document growth in metacognitive skills and academic confidence, and observable evidence of student agency will be routine in classroom walkthroughs.

Lead person (Who is responsible for ensuring the work gets done?)

School Admin

Team Members (Who are responsible for doing the work?)

School Admin, MCLs

Action Step (What will be accomplished?)	Process Owner (Who is responsible for ensuring the action step is complete?)	Time Frame (How long will it take?)	Progress Checks (How will the team monitor progress?)	Measures of Success (How will the team know if the action step is complete?)	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
		Identify the start and end dates for each	Define key dates to review process, make			

List the specific, sequenced steps required to complete the activity.	Identify a single, accountability lead.	action step, including any key milestones.	adjustments, and confirm the work remains on track.	Define clear, observable indicators of completion.		
Implement school-wide student goal-setting frameworks aligned to standards-based grading practices and learning success criteria.	School Admin	August 2026 – May 2027	Quarterly Review	Goal-setting templates and student reflection tools are consistently utilized	Printing Materials	Local Funds
Provide professional development for teachers on student agency, self-assessment strategies, conferencing practices, and metacognitive learning routines.	School admin and MCLs	September 2026 – May 2028	Annual review	Teachers consistently implement student self-assessment and reflection strategies during instruction	None	
Incorporate student agency indicators into the instructional walkthrough tool, including evidence of student goal articulation and self-monitoring.	School Admin	January 2027 – May 2028	Quarterly Review	Walkthrough data demonstrates yearly growth in students' ability to articulate learning goals, success criteria, and current progress	Kickup Platform cost	Division Funds
Embed student-driven goal-setting and reflection opportunities within Project-Based Learning aligned to the 5 Cs and division dispositions.	MCLs	August 2027 – May 2028	Quarterly Review	PBL unit consistently includes documented student goal-setting, reflection, and self-assessment components	None	
Align grading practices, retake procedures, and assessment weighting	School Admin	August 2026 – May 2028	Annual Review	Grading practices consistently reflect division	None	

to support accurate student self-assessment and ownership of progress.				standards-based grading expectations and support student reflection on progress		
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Goal 5: Student Attendance

3-Year Goal Statement:

Include the goal statement completed as part of the needs assessment process.

By the end of the 2027–28 school year, the percentage of chronically absent students (missing 10% or more of instructional days) will decrease by a minimum of 5 percentage points from the 2024–25 baseline.

School Performance and Support Framework Alignment

Select indicator that the goal addresses.

Readiness ▾

Measurable Objectives

Define objectives that support accomplishing the goal.

Measurable Objective Year 1

Establish an attendance monitoring protocol using PowerSchool attendance data; identify chronic absenteeism rates by school, grade, and student group; develop tiered intervention structures (Tier 1 universal, Tier 2 targeted, Tier 3 intensive).

Measurable Objective Year 2

Implement school-based attendance team; connect with families of chronically absent students within 5 school days of reaching the 5-day absence threshold; document interventions in PowerSchool; reduce chronic absenteeism by a minimum of 2 percentage points over the Year 1 baseline

Measurable Objective Year 3

Achieve a minimum 5 percentage point reduction in chronic absenteeism from the 2024–25 baseline; sustain family engagement structures and early outreach protocols

Evidence-Based Strategy

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

Daniel Morgan Intermediate School will implement tiered attendance intervention aligned to the MTSS/PBIS framework. Universal strategies include positive school climate, PBIS incentives tied to attendance, and proactive family communication. Targeted strategies include check-in/check-out, family outreach calls, and community partnerships coordinated by the Family and Community Engagement Coordinator. Intensive strategies involve individualized attendance plans, referrals to student services, and coordination with Dr. Restivo's Student Services team. PowerSchool attendance data will be reviewed at every PLC and principal meeting. Evidence tier: Tier II (Moderate Evidence — multi-tiered attendance interventions have consistent research support)

Intended Outcomes

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

Chronic absenteeism will decrease measurably across all schools, with the greatest reductions among historically underserved student groups. Teachers and school leaders will use data proactively rather than reactively, and families will experience more consistent and welcoming outreach that reinforces attendance as a shared priority.

Lead person (Who is responsible for ensuring the work gets done?)

School Admin

Team Members (Who are responsible for doing the work?)

School Attendance Team

Action Step <i>(What will be accomplished?)</i>	Process Owner	Time Frame <i>(How long will it take?)</i>	Progress Checks <i>(How will the team monitor progress?)</i>	Measures of Success	Cost Elements	Funding Source <i>(Where will the money come from?)</i>
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List the specific, sequenced steps required to complete the activity.	<i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Identify the start and end dates for each action step, including any key milestones.	Define key dates to review process, make adjustments, and confirm the work remains on track.	<i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<i>(What resources are needed to complete the action step?)</i>	
Establish a school-based attendance monitoring protocol utilizing PowerSchool data to identify trends by grade level, subgroup, and individual student need.	School Admin	August 2026 – October 2026	Monthly Review	Attendance monitoring systems and reporting structures are consistently implemented; chronic absenteeism data is regularly reviewed and shared	Powerschool platform cost	Division Funds
Develop and implement tiered attendance intervention structures aligned to the MTSS/PBIS framework, including universal, targeted, and intensive supports.	School Attendance Team	September 2026 – May 2028	Quarterly review	Tiered attendance interventions are documented and consistently implemented for identified students	None	
Implement proactive family outreach procedures for students approaching chronic absenteeism thresholds, including outreach within five school days of identified concerns.	School Admin	September 2026 – May 2028	Quarterly Review	Family contact and intervention documentation are consistently completed within established timelines	Talking Points platform cost	Division funds
Utilize attendance data during PLCs and administrative meetings to identify patterns, monitor	School admin	September 2026 – May 2028	Semester review	Attendance data is regularly incorporated into PLC discussions and	None	

student engagement, and develop instructional or behavioral supports.				intervention planning processes		
Implement student attendance incentives and school climate initiatives designed to promote belonging, engagement, and consistent attendance.	PBIS Committee Chair	September 2027 – May 2028	Annual review	Increased participation in attendance incentive programs and measurable reductions in chronic absenteeism rates	PBIS incentive costs	
Develop individualized attendance plans and coordinate student services referrals for students identified as chronically absent or at high risk for absenteeism.	School Attendance Team	October 2026 – May 2028	Quarterly review	Individual attendance plans are completed and monitored; students receiving intensive interventions demonstrate improved attendance rates	None	

Goal 6: Reading Achievement			
3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>	By the end of the 2027–28 school year, the percentage of students reading at or above grade level will increase to 70%, demonstrating measurable growth as measured by Performance Matters benchmark data, SOL results, and universal screening outcomes.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	Reading Mastery ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Conduct universal screening for all students at the beginning and middle of the year; identify students below benchmark in each grade band; select and	Monitor implementation fidelity through walkthroughs and PLC logs; adjust interventions based on mid-year screening data; at least 70% of students receiving Tier II or	Achieve division reading growth targets across all grade bands; sustain universal screening and tiered intervention structures;

		begin implementing grade-band-appropriate EBIs from the VDOE/USED aligned guidance; establish PLC+ data cycles focused on reading outcomes	III intervention demonstrate measurable growth toward benchmark.	reading EBI implementation documented as standard practice		
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>		Build students' decoding skills so they can read complex multisyllabic words. Provide purposeful fluency-building activities to help students read effortlessly. Routinely use a set of comprehension-building practices to help students make sense of the text. Evidence Tier: I (Strong Evidence)				
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>		Students across all grade bands will receive reading instruction and intervention matched to their level of need and grounded in VDOE/USED aligned evidence. Universal screening will ensure that no struggling reader goes unidentified. Over three years, the percentage of students reading at or above grade level will increase measurably, with the greatest gains among students in Tier II and III intervention.				
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>		School Admin				
Team Members <i>(Who are responsible for doing the work?)</i>		School admin, division literacy supervisor, ELA MCL, ELA MTRTs				
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Conduct universal reading screening for all students using division-approved assessment tools to identify students performing below benchmark expectations.	Reading Specialist	August 2026 – May 2028	Fall, winter, and spring screening reviews	Universal screening completed within established windows; student reading data reviewed and shared with instructional teams	Aimsweb Platform cost	Division Funds
Establish PLC+ data cycles focused on reading achievement, intervention planning,	ELA MCL & MTRTs	September 2026 – May 2028	Quarterly review	PLC documentation consistently reflects reading data analysis,	None	

and progress monitoring across grade levels.				intervention planning, and instructional adjustments		
Implement evidence-based reading interventions aligned to VDOE and USED guidance, including decoding, fluency, vocabulary, and comprehension practices.	School admin	September 2026 – May 2028	Semester Checks	Evidence-based interventions are consistently implemented across grade levels and intervention settings	Intervention resources	Local funds
Provide professional development for teachers on evidence-based literacy instruction, including multisyllabic decoding, fluency-building routines, and comprehension strategies.	Division Literacy Supervisor	August 2026 – May 2028	Annual review	Teachers consistently implement research-aligned literacy instructional strategies during Tier I and intervention instruction	None	
Monitor Tier II and Tier III reading interventions through progress-monitoring cycles and adjust supports based on student growth data through MTSS process.	School admin	September 2026 – May 2028	Monthly MTSS meetings	At least 70% of students receiving Tier II or III interventions demonstrate measurable progress toward benchmark goals	None	
Conduct instructional walkthroughs focused on literacy instructional practices, intervention fidelity, and student engagement in reading tasks.	School Admin	October 2026 – May 2028	Quarterly review	Walkthrough data demonstrates increased implementation of evidence-based literacy practices and intervention fidelity	Kickup Platform cost	Division funds

Provide targeted coaching and instructional support to teachers and interventionists based on screening data, walkthrough findings, and PLC discussions.	ELA MCL and MTRTs	October 2026 – May 2028	Quarterly Review	Teachers receiving targeted support demonstrate improved instructional practices and student reading outcomes	None	
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Goal 7: Mathematics Achievement

3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>	By the end of the 2027–28 school year, the percentage of students meeting or exceeding grade-level mathematics expectations will increase across all grade bands, with each school demonstrating measurable growth as measured by Performance Matters benchmark data, SOL results, and universal screening outcomes.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	Math Mastery ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1 Conduct universal screening to identify students at risk for mathematics difficulties in each grade band; select and begin implementing grade-band-appropriate math EBIs from the VDOE/USED aligned guidance; establish PLC+ data cycles focused on mathematics outcomes.	Measurable Objective Year 2 Monitor implementation fidelity through walkthroughs and PLC logs; at least 70% of students receiving Tier II or III math intervention demonstrate measurable growth toward grade-level expectations; adjust interventions based on mid-year data.	Measurable Objective Year 3 Achieve division mathematics growth targets across all grade bands; sustain universal screening and tiered intervention structures; math EBI implementation documented as standard practice in all schools.
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Assist students in monitoring and reflecting on the problem-solving process. Teach students how to use visual representations. Evidence Tier: I (Strong Evidence)		
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	Students across all grade bands will receive mathematics instruction and intervention matched to their level of need and grounded in VDOE/USED aligned evidence. Systematic instruction, visual representations, and problem-solving structures will be embedded across classrooms. Over three years, the percentage of students meeting or exceeding grade-level mathematics expectations will increase measurably, with the greatest gains among students receiving targeted and intensive intervention.		
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>	School Admin		

Team Members <i>(Who are responsible for doing the work?)</i>			School admin, division math supervisor, Math MCL			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Conduct universal mathematics screening for all students using division-approved assessment tools to identify students performing below grade-level expectations	School admin	August 2026 – May 2028	Quarterly review	Universal screening completed within established windows; mathematics data reviewed and shared with instructional teams	None	
Establish PLC+ data cycles focused on mathematics achievement, intervention planning, and progress monitoring across grade levels.	School Admin and Math MCL	September 2026 – May 2028	Quarterly review	PLC documentation consistently reflects mathematics data analysis, intervention planning, and instructional adjustments	None	
Implement evidence-based mathematics interventions aligned to VDOE and USED guidance, including visual representations, problem-solving routines, and mathematical discourse structures.	Math MCL	September 2026 – May 2028	Quarterly review	Evidence-based mathematics interventions are consistently implemented across grade levels and intervention settings	Intervention resources	Local funds

Provide professional development for teachers on evidence-based mathematics instruction, including student discourse, visual representations, and problem-solving strategies.	Division Math Supervisor	August 2026 – May 2028	Annual review	Teachers consistently implement research-aligned mathematics instructional strategies during Tier I and intervention instruction	None	
Monitor Tier II and Tier III mathematics interventions through progress-monitoring cycles and adjust supports based on student growth data.	School Admin	September 2026 – May 2028	Quarterly review	At least 70% of students receiving Tier II or III interventions demonstrate measurable progress toward grade-level mathematics expectations	None	
Conduct instructional walkthroughs focused on mathematics instructional practices, intervention fidelity, and student engagement in problem-solving tasks.	School admin	October 2026 – May 2028	Quarterly review	Walkthrough data demonstrates increased implementation of evidence-based mathematics practices and intervention fidelity	Kickup platform costs	Division funds
Provide targeted coaching and instructional support to teachers and interventionists based on screening data, walkthrough findings, and PLC discussions.	Math MCL	October 2026 – May 2028	Quarterly Review	Teachers receiving targeted support demonstrate improved instructional practices and student mathematics outcomes	None	

Goal 8: Specially Designed Instruction

3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>	By the end of the 2028–29 school year, 100% of the classroom observations conducted for special education teachers will show evidence of specially designed instruction aligned with each student’s IEP goals, as evidenced by the teacher’s data collection and the observed instruction.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	Reading Mastery ▾ Math Mastery ▾ Science Mastery ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Establish a school-wide understanding of specially designed instruction (SDI) through professional learning and calibration; implement a consistent observation tool aligned to IEP goals, instructional accommodations/modifications, and progress-monitoring expectations; establish baseline implementation data for all special education teachers.	At least 85% of observations of special education teachers demonstrate evidence of SDI aligned to students’ IEP goals and documented needs; teachers consistently collect and review progress-monitoring data and use the results to adjust instruction.	100% of observations of special education teachers demonstrate evidence of SDI aligned to students’ IEP goals and documented needs; progress-monitoring data demonstrates that instructional adjustments are routinely made in response to student performance.
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Daniel Morgan Intermediate School will strengthen the implementation of specially designed instruction through explicit professional learning, collaborative planning, coaching, observation and feedback, and systematic progress monitoring. Special education teachers and co-teaching partners will use students’ IEP goals, present levels of performance, accommodations, and progress-monitoring data to plan instruction that addresses individual student needs while maintaining access to grade-level content. School leaders and special education staff will use a common SDI observation tool to monitor implementation and provide targeted feedback and coaching.		
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	Students with disabilities will receive consistent, individualized instruction that directly addresses their documented learning needs while maintaining access to grade-level standards and Tier I instruction. Teachers will strengthen their ability to distinguish specially		

			designed instruction from accommodations, modifications, and general differentiation; use IEP goals to inform daily instruction; collect meaningful progress-monitoring data; and adjust instruction based on student response. Increased fidelity of SDI implementation is expected to result in improved progress toward IEP goals and stronger achievement in reading, mathematics, and science.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			School Admin			
Team Members <i>(Who are responsible for doing the work?)</i>			School Administration, SPED Department Chair, Special Education Teachers, General Education Co-Teachers, MCLs, Division Special Education Staff			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Establish a common school-wide definition and expectations for specially designed instruction, including the distinction among SDI, differentiation, accommodations, and modifications.	SPED Department Chair	August 2026 – October 2026	Review during SPED department meetings; administrator/SPE D team calibration	100% of special education teachers receive expectations and professional learning; common SDI resources and expectations are available to staff	Professional learning materials and collaborative planning time	Local
Provide targeted professional development on	School-Based Administrators	September 2026 – May 2029	Semester review of PD implementation;	Observation data demonstrates year-over-year	Professional learning materials;	Local

planning and delivering SDI aligned to present levels, IEP goals, student needs, and grade-level standards.			teacher feedback; observation data	growth in teachers' implementation of IEP-aligned SDI	potential substitute or presenter costs	
Develop and implement a common SDI observation tool to identify evidence of IEP-aligned instruction, student-specific supports, and progress monitoring.	Division-Based Administrators	September 2026 – December 2026; ongoing through May 2029	Quarterly review and calibration of observation data	Baseline established in Year 1; at least 85% of observations meet expectations in Year 2; 100% meet expectations in Year 3	Observation tool and administrator time	Local
Establish consistent progress-monitoring expectations for IEP goals, including schedules for data collection, documentation, analysis, and instructional response.	SPED Department Chair	September 2026 – May 2029	Monthly SPED department checks; quarterly review of progress-monitoring documentation	IEP progress-monitoring data is current and collected at established intervals; data demonstrates instructional adjustments when students are not making expected progress	Progress-monitoring tools and instructional resources	Local
Implement regular collaborative	School Based Admin	September 2026 – May 2029	Monthly review of collaborative	Planning artifacts demonstrate	Collaborative planning time	Local

planning between special education teachers and general education co-teachers focused on aligning grade-level instruction with individual student IEP needs.			planning artifacts; co-teaching observations	intentional SDI; classroom observations show both teachers actively supporting instruction and individual student needs		
Use observation and student progress data to provide targeted coaching for teachers requiring additional support with SDI implementation	School-Based Administrators	October 2026 – May 2029	Quarterly review of observation trends and coaching documentation	Teachers receiving targeted support demonstrate measurable improvement in subsequent observations and implementation of feedback	Coaching time and professional learning resources	Local
Review school-wide SPED achievement, IEP goal progress, and SDI implementation data to identify trends and determine instructional priorities.	School-Based Administrators	October 2026 – May 2029	Quarterly leadership/SPED data reviews; BOY, MOY, and EOY achievement reviews	Year-over-year increases in SDI implementation fidelity and student progress toward IEP goals; instructional priorities and action steps documented following each review	Data systems and collaborative meeting time	Local