

Goal 1:						
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, the percentage of students reading at or above grade level 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>		Reading Growth ▾				
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>		Measurable Objective Year 1 In 26-27 Conduct universal screening for all students at the beginning and middle of the year; identify students below benchmark in each grade band; select and begin implementing grade-band-appropriate EBIs from the VDOE/USED aligned guidance; establish PLC+ data cycles focused on reading outcomes.	Measurable Objective Year 2 In 27-28 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 III intervention demonstrate measurable growth toward benchmark.	Measurable Objective Year 3 In 28-29 Achieve schoolwide reading growth targets across all grade bands; sustain universal screening and tiered intervention structures; reading 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>		Based on diagnostic data, Tier 1 and Tier 2 reading instruction will focus intentionally on three core high-leverage areas: (1) Decoding & Word Analysis (building phonemic awareness and decoding skills for complex multisyllabic words), (2) Purposeful Fluency-Building (guided and repeated reading activities to support effortless reading), and (3) Explicit Small-Group Intervention (VDOE/USED-aligned systematic instruction for students struggling in literacy and language development)				
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>		Building reading specialist, MCL, Division Reading Specialist				
Team Members <i>(Who are responsible for doing the work?)</i>		MCL's, Teachers, and Admin				
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>

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>	
Systematic Small-Group Intervention: Deliver explicit, systematic small-group instruction 4–5 times weekly targeting identified skill needs for students below benchmark. Groups will be dynamically adjusted based on ongoing skill mastery.	Reading specialist, MCL's, Admin	08/2026–05/30/2027	Bi-weekly PLC progress monitoring using VALLSS progress monitoring probes	At least 70% of students in Tier II/III interventions show trajectory growth toward benchmark on VALLSS probes.		
Path from Screening to Instruction: Conduct universal VALLSS screening (BOY/MOY/EOY) to identify specific skill deficits (decoding, phonemic awareness, fluency). Map student screening results directly to targeted, skill-specific VDOE/USED Evidence-Based Interventions (EBIs).	Reading specialist, MCL's, teachers, admin	08/2026–05/30/2027	End of each quarter data review with Admin, MCLs, and Reading Specialist	VALLSS BOY, MOY, and EOY assessment results. Student intervention rosters mapped to specific skill needs.		
Responsive Support & Intensification: If a student fails to demonstrate measurable progress	MTSS/PLC Team, Reading Specialist, Admin	Ongoing (08/2026 – 05/2027)	Monthly MTSS data check meetings.	MTSS intervention adjustment logs and updated student growth trajectories.		

after 4–6 weeks of targeted intervention, the team will intensify support by increasing frequency, reducing group size, or changing the intervention program.						
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Goal 2:

3-Year Goal Statement:

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

By the end of the 2028–29 school year, the percentage of English Learner students meeting the state benchmark on the English Language Proficiency assessment will increase from the current baseline to 80%, 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

26–27 Conduct a baseline analysis of current EL proficiency levels by school and grade band; identify students below benchmark; establish data-sharing protocols between EL specialists and classroom teachers.

Measurable Objective Year 2

27–28 Increase the percentage of EL students meeting benchmark by a minimum of 8 percentage points over the Year 1 baseline through implementation of targeted differentiated instruction and co-teaching models.

Measurable Objective Year 3

28–29 Achieve 80% 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 high-leverage sheltered instruction strategies (SIOP model), prioritizing **language-rich sentence frames, visual supports, and academic vocabulary scaffolding** as outlined in the WIDA English Language Development (ELD) Standards Framework. PD success will be measured through classroom walkthroughs observing scaffolded language learning intentions and student profiles targeting instruction one tier above baseline proficiency.

Co-teaching models pairing EL specialists with general education content teachers will be implemented using specific structures, primarily **station teaching and parallel teaching**, supported by **protected shared planning time** to maximize instructional symmetry and eliminate passive downtime.

PLC+ teams will utilize **Summit K-12 weekly progress data** as the primary platform to establish formal, consistent data-sharing protocols. Co-teaching pairs and EL specialists will analyze weekly language performance data to directly modify classroom scaffolding, align core content tasks with WIDA Can Do Descriptors, and drive small-group language instruction. **Tightening the Data-to-Instruction Loop:** If quarterly EL data analysis indicates students are not meeting growth targets, PLC+ teams will explicitly modify instructional scaffolds or increase the intensity of language support for the subsequent quarter.

Intended Outcomes

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

English Learner students will receive highly differentiated, language-rich instruction across all core content classrooms. Teachers will demonstrate increased competency in sheltered instruction strategies and co-teaching fidelity, as evidenced by walkthrough data and coaching logs. Through weekly Summit K-12 monitoring and quarterly data-to-instruction loops, educators will proactively adjust scaffolds to ensure EL

			students target growth one WIDA proficiency tier above baseline. Over three years, EL benchmark attainment will reach 80%, closing the achievement gap between EL students and their peers division-wide.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			EL Teachers			
Team Members <i>(Who are responsible for doing the work?)</i>			All teachers, MCL's, 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, 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>
Actionable Co-Teaching & Sheltered Tier 1 Instruction: Implement station and parallel co-teaching models with protected shared planning time to maximize instructional symmetry. Align daily learning objectives and content tasks with WIDA Can Do Descriptors and high-leverage scaffolds (sentence frames, vocabulary scaffolding).	ELL Team, Classroom Teachers, MCLs, Admin	08/2026-05/2027	Monthly Admin & MCL Walkthroughs tracking WIDA ELD Look-Fors and shared planning logs.	100% of co-taught classrooms demonstrate active station/parallel models, posted language learning intentions, and scaffolded instruction		
Targeted Professional Development & Monitoring: Deliver preservice and ongoing PD on SIOP strategies	ELL Team Lead, Division EL Coordinator, Admin	08/2026-01/2027	Bi-weekly coaching logs and quarterly PD implementation reviews.	Walkthrough evidence of scaffolded language intentions and student profiles		

and WIDA ELD Framework. Train teachers to utilize student profiles to target instruction one tier above baseline proficiency.				active in lesson planning.		
Collaborative Data Protocols & Summit K-12 Integration: Establish weekly co-planning protocols using Summit K-12 weekly data to track language progress, share student data between EL specialists and gen-ed teachers, and adjust classroom scaffolding.	ELL Team, Classroom Teachers, MCLs	08/2026-05/2027	Weekly PLC meetings and quarterly Admin/ELL data reviews.	Summit K-12 weekly reports, PLC minutes documenting data analysis, and updated student scaffolding logs		
Accountability & Data-to-Instruction Loop: If quarterly EL data analysis indicates students are not meeting growth targets, PLC+ teams will explicitly intensify language support, adjust small-group placements, or modify instructional scaffolds for the following quarter.	MTSS/PLC+ Team, ELL Team, Admin	Quarterly (11/2026, 01/2027, 03/2027, 05/2027)	Quarterly Data-to-Action Review Meetings.	Documented quarterly instructional adjustments and updated ACCESS/Summit K-12 growth trajectories.		

Goal 3:						
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 across the division 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>		Professional Learning Community ▾				
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>		Measurable Objective Year 1 26–27 Establish consistent PLC+ structures at all schools; train all PLC facilitators in the four critical questions; principals conduct a minimum of 5 walkthroughs per week logged in Kickup aligned to PLC+ look-fors.	Measurable Objective Year 2 27–28 At least 75% of PLCs demonstrate evidence of data-informed instructional adjustments as documented in PLC logs and walkthrough data; principals and APs participate in quarterly calibration walks with C&I team.	Measurable Objective Year 3 28–29 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 school will sustain its Solution Tree PLC consulting partnership to provide ongoing coaching, facilitation modeling, and team-level feedback. School 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>		Principal				
Team Members <i>(Who are responsible for doing the work?)</i>		Admin, teachers, MCL's				
Action Step <i>(What will be accomplished?)</i>	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i>	Time Frame <i>(How long will it take?)</i>	Progress Checks <i>(How will the team monitor progress?)</i>	Measures of Success <i>(How will the team know if the action step is complete?)</i>	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>

List the specific, sequenced steps required to complete the activity.	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.	Define clear, observable indicators of completion.		
Professional development for all staff on PLC requirements, schedule, and expectations	Principal and Asst. Principal	Beginning of school year meetings	Review monthly with MCL's	Review of agenda and minutes and functional PLC's taking place weekly observed by Admin.		

Goal 4:

3-Year Goal Statement:

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

By the end of the 2028–29 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

Select indicator that the goal addresses.

Math Growth ▾

Measurable Objectives

Define objectives that support accomplishing the goal.

Measurable Objective Year 1

26–27 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

27–28 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

28–29 Achieve schoolwide 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

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

Based on JGES Academic Review data—which highlighted that only 47% of focus lessons embedded aligned formative assessments, 36% of classrooms conducted daily Number Sense Routines, and under 50% of small groups had explicit learning criteria—Tier 1 and Tier 2 mathematics instruction will focus intentionally on three core high-leverage areas:

1. **Daily Number Sense Routines & Mathematical Fluency:** Embedding daily 5-to-10-minute number sense routines and timed fluency activities to build mental math and conceptual understanding across all grade levels.
2. **Differentiated Math Workshop & Explicit Small-Group Instruction:** Delivering targeted guided math groups with clear learning criteria, addressing student misconceptions in real time, and utilizing differentiated learning stations.
3. **Deliberate Problem-Solving & Visual Representations:** Explicitly teaching word-problem strategies and using visual models (such as number lines and concrete manipulatives) to deepen conceptual understanding and mathematical reasoning.

Intended Outcomes

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

Students across all grade bands (K–4) will receive structured, highly differentiated mathematics instruction grounded in the Math Workshop model and evidence-based practices. By embedding daily Number Sense

Routines, explicit small-group instruction, and visual problem-solving models, students will build foundational fluency, address skill gaps in real time, and develop deeper conceptual reasoning. Data-Driven Improvements & Course Correction: • Formative Data Tracking: Student progress will be continuously monitored using weekly Common Formative Assessments (CFAs) and exit tickets, bi-weekly admin/MCL walkthroughs with the Math Workshop Look-For Rubric, and monthly/quarterly benchmark assessments (VKRP in Kindergarten, and Performance Matters in Grades 1–4). • Course Correction Trigger: If quarterly Performance Matters data reveals that a specific student group or grade band is not meeting target growth trajectories, the MTSS/PLC team and MCLs will immediately adjust course by intensifying Tier 1 re-teaching, adjusting guided math groupings, or introducing targeted math intervention blocks. Over the course of the 3-year plan, the percentage of students meeting or exceeding grade-level mathematics expectations will increase measurably on benchmark and state outcomes, with the greatest growth demonstrated by students receiving targeted Tier II and Tier III interventions.						
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			MCL's			
Team Members <i>(Who are responsible for doing the work?)</i>			MCL's, Admin, Teachers			
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>
Number Sense & Fluency Routines: Teachers will implement daily, structured Number Sense Routines (e.g., Number Talks, Which One Doesn't Belong) and targeted fluency	MCL's/Classroom Teachers	08/2026-05/2027	Weekly admin/MCL walkthroughs observing daily Number Sense Routines.	Walkthrough logs show 100% of classrooms engaging in daily Number Sense Routines with high student participation.		

practice at the start of every math block.						
Differentiated Small-Group Math Workshop: Deliver small-group guided math instruction 4–5 times weekly. Small groups will have explicit learning targets, address misconceptions in the moment, and utilize differentiated stations aligned to grade-level DOK rigor.	MCL's/Classroom Teachers	08/2026-05/2027	Bi-weekly PLC data checks reviewing small-group lesson plans, station tasks, and student work samples.	100% of math classrooms demonstrate active small-group differentiation and station accountability systems during walkthroughs.		
Problem-Solving & Visual Representations: Explicitly teach multi-step word problems using visual representations (number lines, anchor charts, and concrete models) to build mathematical reasoning.	MCL's/Classroom Teachers	08/2026-05/2027	Monthly PLC common formative assessment (CFA) data reviews focusing on problem-solving tasks.	Student performance on common problem-solving tasks shows a minimum 10% growth per quarter on rubrics.		

Goal 5:	
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	Specially Designed Instruction ▾

Select indicator that the goal addresses.			
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Establish baseline SDI walkthrough data; 100% of special education staff will implement standardized IEP goal progress monitoring tracking systems; at least 75% of formal administrative walkthroughs will demonstrate clear evidence of SDI in co-taught and resource settings	Increase the percentage of walkthroughs demonstrating explicit, high-fidelity SDI implementation to 90%; 80% of students receiving special education services will show measurable progress toward their annual IEP goals on quarterly progress reports	Achieve and sustain 100% of classroom observations showing explicit evidence of SDI aligned with IEP goals; 85%+ of students with disabilities will meet or exceed annual IEP growth targets across core academic areas
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	To ensure students with disabilities receive tailored, high-leverage instruction across all educational settings, the special education department, general education co-teachers, and administration will focus on three core high-leverage areas: 1. Explicit SDI Mapping & Alignment: Special education teachers will map specific IEP goals and required accommodations directly to daily lesson plans using standard SDI Look-For frameworks (e.g., explicit multisensory instruction, task chunking, visual schematics, and scaffolded prompt hierarchies). 2. Co-Teaching Fidelity & Paraprofessional Utilization: Co-teaching pairs will utilize high-impact instructional models—primarily Station Teaching, Parallel Teaching, and Alternative Teaching —to deliver SDI within the least restrictive environment (LRE). Paraprofessionals will receive targeted coaching to provide structured, fidelity-monitored instructional accommodations. 3. Systematic Progress Monitoring & Data-Driven IEP Adjustments: Special education teachers will collect objective IEP goal data bi-weekly using standardized progress monitoring tools. Course Correction Trigger: If quarterly progress monitoring indicates a student is off-trajectory to meet an annual IEP goal, the IEP team will meet within two weeks to adjust instructional strategies, intensify SDI frequency, or modify accommodations.		

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, and high-fidelity specially designed instruction tailored to their unique learning needs. Special education and general education teachers will demonstrate increased proficiency in embedding SDI seamlessly into core content and resource settings. Through bi-weekly progress monitoring and quarterly data review loops, educators will proactively adjust instructional strategies to ensure students continuously meet or exceed annual IEP growth targets, bridging the academic gap between special education students and their grade-level peers.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			Building Special Education Department Lead, Assistant Principal			
Team Members <i>(Who are responsible for doing the work?)</i>			Special Education Teachers, Co-Teaching General Education Teachers, Division Special Education Specialist, Related Service Providers, Building 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, 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>
SDI Lesson Alignment & Framing: Special education teachers will explicitly embed student-specific SDI accommodations, assistive technology, and adapted materials into daily co-teaching and resource lesson plans	Special Ed Dept Lead, Classroom Teachers	08/2026 – 05/2027	Monthly Special Education PLC data checks reviewing student progress tracking binders/portfolios	100% of student caseloads have documented bi-weekly IEP goal data logs showing growth trajectories		
Systematic IEP Progress Monitoring: Implement a standardized bi-weekly	Special Ed Teachers, Related Service Providers	08/2026 – 05/2027	Monthly Admin SDI Walkthroughs logged in KickUp	100% of special education observations demonstrate active		

progress monitoring system across all caseloads to collect quantitative data on academic and behavioral IEP goals				SDI, modified materials, and differentiated prompt hierarchies		
Focused Professional Learning & Co-Teaching Coaching: Deliver targeted professional development on High-Leverage Practices (HLPs) in Special Education, co-teaching models (station/parallel teaching), and SDI walkthrough rubrics	Admin, Division Special Ed Specialist, Dept Lead	08/2026 – 01/2027	Monthly Admin SDI Walkthroughs logged in KickUp	100% of special education observations demonstrate active SDI, modified materials, and differentiated prompt hierarchies		
Quarterly Data-to-Action Review & Intensification Loop: If quarterly progress reports reveal a student is not making expected progress toward an IEP goal, the team will review implementation fidelity, adjust SDI strategies, or convene an IEP meeting to intensify support	Special Ed Teachers, Case Managers, Admin	Quarterly (11/2026, 01/2027, 03/2027, 05/2027)	Quarterly IEP Progress Report reviews and MTSS/IEP adjustment logs	Documented instructional adjustments and increased percentage of students meeting annual IEP targets		