

Goal 1: Reading Achievement			
3-Year Goal Statement:	By the end of the 2027–28 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	Reading Growth ▾		
Measurable Objectives	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 begin implementing grade-band-appropriate EBIs from the VDOE/USED aligned guidance; establish PLC+ data cycles focused on reading outcomes.	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.	Achieve division 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	Tier 1 (Strong Evidence): - Build students' decoding skills for complex multisyllabic words. - Provide purposeful fluency-building activities to support reading. - Develop word and word knowledge to improve text comprehension. Tier 2 & 3 (Promising Evidence): - Provide intensive, systematic instruction on foundational reading skills in small groups. - Actively regroup students on at least a quarterly basis to close learning gaps - Closely monitor intervention effectiveness and alter strategies between various interventions. Deliver direct and explicit comprehension strategy instruction. Leverage MTSS process to ensure that all resources are being used for students.		

Intended Outcomes			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			Administration, MCLs			
Team Members			MCL, Administration, Division Level Specialist, Building Level Specialist, Teachers, and TAs			
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
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, and progress monitoring across grade levels.	MCLs	September 2026 – May 2028	Quarterly review	PLC documentation consistently reflects reading data analysis, intervention planning, and instructional adjustments	None	
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	Division Literacy Supervisor	August 2026 – May 2028	Annual review	Teachers consistently implement research-aligned	None	

literacy instruction, including multisyllabic decoding, fluency-building routines, and comprehension strategies.				literacy instructional strategies during Tier I and intervention instruction		
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.	MCLs	October 2026 – May 2028	Quarterly Review	Teachers receiving targeted support demonstrate improved instructional practices and student reading outcomes	None	

Goal 2: Math Achievement

3-Year Goal Statement:	By the end of the 2028-29 school year 90% of students will achieve one year's worth of growth per year in math as measured by Performance Matters benchmark data, SOL results, and universal screening outcomes.		
School Performance and Support Framework Alignment	Math Growth ▾		
Measurable Objectives	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 begin implementing grade-band-appropriate EBIs from the VDOE/USED aligned guidance; establish PLC+ data cycles focused on reading outcomes.	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.	Achieve division 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	Tier 1 (Strong Evidence): - Provide purposeful number fluency building activities and routines. - Implement systematic instruction across all components of the math workshop (e.g., Focus Lesson, Guided Math). - Utilize concrete, semi-concrete, and abstract representations to develop conceptual understanding. Tier 2 & 3 (Promising Evidence): - Provide intensive, systematic instruction on foundational math skills in small groups using vetted programs (e.g., Bridges, Kickstart). - Actively regroup students on at least a quarterly basis to target specific learning gaps. - Closely monitor intervention effectiveness through progress monitoring and adjust strategies as needed. Deliver direct and explicit mathematical language and problem-solving instruction.		

Leverage the MTSS process to ensure all resources are effectively targeted to student needs.						
Intended Outcomes			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			Administration, MCLs			
Team Members			MCL, Administration, Division Level Specialist			
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Conduct universal math screening and benchmark assessments to identify students performing below grade-level expectations. Create intervention groups based on data.	Administration and MCLs	August–September 2026; repeated January and May annually	PLC data meetings after each benchmark window; monthly MTSS meetings	100% of students screened; intervention groups established within two weeks of each assessment window	Assessment platform, staff time	Division assessment budget
Strengthen Tier I mathematics instruction through professional learning focused on explicit instruction, mathematical discourse, use of manipulatives, visual models, and problem-solving strategies aligned with the Virginia Mathematics Standards.	MCLs	August 2026–June 2029	Walkthroughs twice monthly; quarterly PD reflections	Walkthrough data demonstrates consistent use of research-based math instructional practices in at least 90% of classrooms	Professional learning materials, substitute coverage (if needed)	Division PD funds
Implement a schoolwide mathematics PLC cycle	MCLs	September 2026–June 2029	Weekly PLC agendas; quarterly	PLC documentation shows data analysis, instructional	Collaborative planning time	Existing staffing

where teams analyze common assessment data, identify unfinished learning, develop intervention plans, and monitor student growth.			administrative PLC reviews	responses, and progress monitoring every cycle		
Provide targeted Tier II and Tier III math intervention for students identified through screening using evidence-based instructional routines emphasizing systematic instruction, visual representations, and word-problem strategies.	MCLs and Teachers	September 2026–June 2029	Every six weeks through MTSS meetings; intervention progress monitoring biweekly	At least 70% of students receiving intervention demonstrate measurable growth each year toward grade-level expectations	Intervention materials, intervention staffing	
Build teacher capacity to effectively use formative assessment to adjust instruction and provide timely feedback during math lessons.	Administration and MCLs	October 2026–June 2029	Classroom walkthroughs; instructional coaching cycles	Teachers consistently use formative assessment strategies observed during walkthroughs; student work reflects instructional adjustments	Coaching time; instructional resources	
Conduct monthly instructional walkthroughs focused specifically on mathematics instructional look-fors (student discourse, manipulatives, visual models, problem solving, engagement). Use results to inform coaching and	Principal	Monthly	Quarterly leadership data review	Walkthrough trends show year-over-year improvement in implementation of math best practices	KickUp walkthrough platform	Division Cost

professional development.						
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Goal 3: English Learner Achievement						
3-Year Goal Statement:			By the end of the 2028-2029 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			English Learner Progress ▾			
Measurable Objectives			Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3	
			Achieve 65% of EL students meeting the state benchmark; sustain co-teaching structures; document and disseminate school-level practices with strongest growth outcomes.	Achieve 72% of EL students meeting the state benchmark; sustain co-teaching structures; document and disseminate school-level practices with strongest growth outcomes.	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			Professional development will be provided to staff, centering on sheltered instruction, language acquisition, and differentiation strategies for English Learners. In selected classrooms, we will launch co-teaching partnerships between content teachers and EL specialists. Furthermore, PLC+ teams will incorporate EL data into their standard instructional review process, with the EL coordinator overseeing quarterly data sessions.			
Intended Outcomes			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 80%, closing the gap between EL students and their peers division-wide.			
Lead person			Principal, ESL Lead			
Team Members			ESL teachers, Multi-Language Instruction Coordinator			
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional learning on scaffolding instruction for multilingual learners, with emphasis on explicit vocabulary and academic language instruction, language objectives, sentence frames, visual	Principal & Division-level specialist	August 2026—June 2029	Quarterly walkthrough review and teacher coaching	Walkthroughs show increasing implementation of identified ML scaffolds within Tier I instruction	PD materials; staff time	Existing Resources

supports, graphic organizers, modeling, and structured student discourse.						
Integrate language supports into daily Tier I content instruction. Classroom and EL teachers will collaboratively plan for vocabulary, academic language, and scaffolds needed for students to access grade-level content.	EL Teachers	September 2026–June 2029	Weekly PLCs; monthly review of plans/student work	Lesson plans and classroom observations demonstrate intentional language supports and scaffolds for EL students	Collaborative planning time	Existing Resources
Use Summit K-12, classroom performance, and other available EL progress data during PLC/data cycles to identify students who are not making expected progress and determine needed instructional adjustments.	EL Teachers	September 2026–June 2029	PLC review at least monthly; quarterly schoolwide EL data review	PLC documentation identifies students below expected progress and records specific instructional adjustments	Summit K-12; PLC time	Division Resources
Establish a consistent response when EL students are not making expected progress. Students falling below identified benchmarks will receive additional targeted language support, and teachers	EL Teachers & Administration	September 2026–June 2029	Progress reviewed every 4–6 weeks	Students below benchmark have a documented instructional response; subsequent data are reviewed to determine effectiveness	Intervention materials; staff time	Division Resources

will adjust scaffolds, grouping, vocabulary/language instruction, or intervention based on identified needs.						
Conduct classroom walkthroughs and coaching cycles focused on observable ML instructional practices, including scaffolded language learning intentions, explicit vocabulary instruction, visual supports, structured academic language opportunities, and differentiation.	Administration & Division-level Specialist	September 2026–June 2029	Monthly walkthrough review; quarterly trend analysis	Walkthrough data demonstrate increased implementation of identified EL instructional practices	Administrative/coaching time	Existing Resources

Goal 4: Professional Learning Communities

3-Year Goal Statement:			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			PLC				
Measurable Objectives			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; principals 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; principals 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			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 principals 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			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			Administration MCL				
Team Members			Grade Level Teams EL Team Reading Specialists Inclusion SPED Teacher Administration MCL				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source	

Establish consistent PLC structures and expectations across all grade/content teams. PLCs will use the four critical questions to focus meetings on student learning, collaborative planning, data analysis, and instructional response.	Administration and MCLs	August–September 2026; sustained through June 2029	Monthly review of PLC agendas/notes; quarterly leadership review	100% of PLC teams follow an established meeting structure and demonstrate evidence of addressing the four critical questions	PLC resources/materials; collaborative planning time	Existing resources; Division PD funds
Develop teacher-leader/MCL capacity to facilitate high-functioning PLCs through professional learning, modeling, coaching, and feedback.	Administration	August 2026–June 2029	Monthly MCL/leadership meetings; quarterly review of PLC effectiveness	MCLs consistently facilitate or support PLC cycles; teams demonstrate increased independence and collective responsibility for student outcomes	Professional learning; Solution Tree resources/consulting as available	Division PD funds
Implement consistent PLC data cycles in which teams analyze formative and summative student data, identify students needing additional support or extension, determine instructional responses, and evaluate the effectiveness of those responses.	MCLs	September 2026–June 2029	Weekly PLC documentation; benchmark data reviews; quarterly administrative review	By the end of 2026–27, at least 75% of PLCs demonstrate evidence of data-informed instructional adjustments , as identified in the multi-year plan	Assessment resources; collaborative planning time	Existing resources
Use common formative assessments and student work to determine mastery of essential standards and identify needs for reteaching,	MCLs and Teachers	September 2026–June 2029	Reviewed during weekly PLCs and following common assessment cycles	PLC documentation includes analysis of common assessment/student work data and specific instructional	Assessment materials/resources	Existing resources

remediation, intervention, and enrichment.				responses based on results		
Conduct regular classroom walkthroughs to determine whether instructional decisions made during PLCs are evident in classroom practice and to identify areas requiring additional coaching or professional learning.	Administration and District Supervisors	September 2026–June 2029	Minimum of 5 walkthroughs per week; quarterly analysis of walkthrough trends	Walkthrough evidence demonstrates implementation of agreed-upon instructional practices and provides measurable data for coaching and PLC support	Administrative time; KickUp platform	Division resources
Establish a quarterly PLC reflection and monitoring cycle to evaluate team effectiveness, identify barriers, celebrate progress, and determine next steps for improving collective teacher efficacy.	Principal	Quarterly: October, January, March, May	Quarterly PLC effectiveness review with MCLs/team leaders	Year-over-year improvement on PLC quality indicators; by Year 3, all PLCs demonstrate high-functioning practices aligned with the division PLC+ framework	Leadership/team meeting time	Existing resources

Goal 5: Attendance

3-Year Goal Statement:			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 division-wide from the 2024–25 baseline.					
School Performance and Support Framework Alignment			Attendance ▾					
Measurable Objectives			Measurable Objective Year 1		Measurable Objective Year 2		Measurable Objective Year 3	
			Establish a division-wide 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). Create and implement an informational campaign that shows parents the importance of students’ attendance.		Implement school-based attendance teams at all schools; 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.		Achieve a minimum 5 percentage point reduction in chronic absenteeism division-wide from the 2024–25 baseline; highest-need schools demonstrate greatest improvement; sustain family engagement structures and early outreach protocols.	
Evidence-Based Strategy			Schools 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			The number of students' absences will decrease					
Lead person			Administration					
Team Members			Administration Student Support Services Teachers					
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source		

Review attendance by grade level and student group to identify students who are approaching or meeting chronic absenteeism thresholds	Administration and School Social Worker	August–September 2026; ongoing through June 2029	Attendance data reviewed monthly; schoolwide data reviewed quarterly	Consistent attendance monitoring system established; students at risk for chronic absenteeism are identified early	Administrative/staff time; PowerSchool	Existing resources
Establish a school-based attendance team to review students with attendance concerns, identify barriers, assign interventions, and monitor student response.	Administration and School Social Worker	September 2026–June 2029	Monthly attendance team meetings; quarterly review of schoolwide trends	Attendance team meets consistently and maintains documentation of students reviewed, interventions implemented, and follow-up actions	Staff meeting time	Existing resources
Implement an early family outreach protocol for students demonstrating attendance concerns. Families of chronically absent students will be contacted within five school days of reaching the five-day absence threshold, consistent with the Multi-Year Support Plan.	Administration, School Social Worker, and Counselor	September 2026–June 2029	Monthly review of students reaching attendance thresholds; documentation of family contacts	100% of identified families receive timely outreach; contacts and interventions are documented in PowerSchool	Staff time; translation/interpretation services as needed	Existing resources
Implement tiered attendance interventions aligned with MTSS/PBIS: Tier I schoolwide attendance expectations and positive communication; Tier II targeted family outreach and	School Counselor	September 2026–June 2029	Monthly attendance team review; interventions reviewed every 4–6 weeks for identified students	Students receive interventions matched to level of need; documentation demonstrates escalation of supports when attendance does not improve	Attendance incentives, family engagement materials, staff time	Existing school resources

check-in/check-out; and Tier III individualized attendance plans and coordination with Student Services.						
Develop positive, proactive communication with families that emphasizes the connection between regular attendance and student success and recognizes improved attendance.	Administration	September 2026–June 2029	Quarterly review of family communications and attendance trends	Regular attendance messaging is provided to families; students with improving attendance are recognized; family outreach occurs before attendance becomes chronic when possible	Communication materials; attendance recognition/incentives	PTO/community partnerships; existing resources
Analyze attendance data throughout the year to determine the effectiveness of interventions and identify student groups or grade levels requiring additional support. Adjust schoolwide and individual strategies based on findings.	Administration, School Social Worker, and Counselor	September 2026–June 2029	Quarterly: October, January, March, May; annual end-of-year review	Year-over-year reduction in chronic absenteeism, with at least a 2-percentage-point reduction over the Year 1 baseline in Year 2 and progress toward a 5-percentage-point reduction by Year 3	Administrative/team planning time	Existing resources

Goal 5: Students with Disabilities

3-Year Goal Statement:	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	SWD ▾

Measurable Objectives			Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3	
			Virginia Avenue Elementary School will establish a baseline for the percentage of special education classroom observations demonstrating evidence of specially designed instruction aligned with students' IEP goals and supported by teacher data collection. By the end of the year, 100% of special education teachers will have been observed using a common SDI observation tool, and baseline implementation data will be established to guide Year 2 improvement efforts.	Virginia Avenue Elementary School will increase implementation of specially designed instruction from the Year 1 baseline, with at least 80% of classroom observations of special education teachers demonstrating evidence of SDI aligned with students' IEP goals and supported by teacher data collection. Teachers not meeting the expectation will receive targeted coaching and follow-up support.	100% of classroom observations conducted for special education teachers will demonstrate evidence of specially designed instruction aligned with each student's IEP goals, as evidenced by teacher data collection and observed instruction.	
Evidence-Based Strategy			Special education teachers will implement specially designed instruction (SDI) that is explicitly aligned to students' individual IEP goals and informed by ongoing progress-monitoring data. Teachers will receive professional learning, coaching, and feedback focused on using explicit and systematic instruction, appropriate scaffolds and differentiation, and frequent data collection to adjust instruction based on student need. Administrators will use consistent SDI look-fors during classroom observations to monitor implementation and identify needs for additional support.			
Intended Outcomes			Students with disabilities will make measurable progress toward their IEP goals through consistent, data-informed specially designed instruction.			
Lead person			Administration			
Team Members			Administration Student Support Services Teachers			
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source

Establish clear schoolwide expectations for specially designed instruction, including the connection among IEP goals, instructional planning, SDI, accommodations, and progress-monitoring data. Develop common SDI observation look-fors for special education settings.	Principal	October–November 2026; reviewed annually through June 2029	Initial review with SPED staff; quarterly review with administration/SPED leadership	100% of special education teachers receive expectations and understand the identified SDI look-fors	Staff planning/meeting time; training materials	Existing resources
Provide professional learning and coaching for special education teachers on designing and delivering SDI aligned to individual IEP goals, including explicit instruction, differentiation, appropriate scaffolds, and use of student data to make instructional decisions.	Principal	November 2026–June 2029	Quarterly PD/coaching review; teacher feedback; observation data used to identify additional training needs	Special education teachers demonstrate increasing proficiency in planning and implementing SDI; observation data improves across each school year	Professional development, coaching time, substitute coverage if needed	Existing resources
Establish a consistent system for special education teachers to collect and maintain data on student progress toward IEP goals and use the data to adjust instruction.	Special Education Lead Teacher	October 2026–June 2029	Data reviewed at least quarterly and at IEP progress-reporting periods	100% of students with disabilities have current progress-monitoring data connected to their IEP goals; teachers can explain how the data informs instruction	Data collection tools/materials; staff planning time	Existing resources

Conduct regular classroom observations/walkthroughs of special education teachers using established SDI look-fors. During observations, administrators will examine whether instruction is connected to student IEP goals and whether teacher data supports instructional decisions.	Principal	November 2026–June 2029	Monthly walkthroughs; quarterly analysis of observation trends	Year-over-year increase in the percentage of observations showing evidence of SDI aligned with IEP goals, reaching 100% by the end of 2028–29	Administrative time	Existing resources
Provide targeted coaching and follow-up support when observations do not demonstrate sufficient evidence of SDI. Support may include collaborative planning, modeling, review of student data, or assistance translating IEP goals into daily instruction.	Principal	November 2026–June 2029	Follow-up within 2–4 weeks of identified need; quarterly review of teachers receiving support	Teachers receiving targeted support demonstrate improved SDI implementation during subsequent observations	Coaching and collaborative planning time	Existing resources
Conduct quarterly reviews of schoolwide SWD achievement, IEP progress-monitoring, and SDI observation data to identify patterns, determine professional learning needs, and adjust supports.	Principal	Quarterly: December, March, May; annual review in June	Quarterly leadership/SPED data review	Observation and student data demonstrate increasing implementation of SDI and progress toward IEP goals; identified instructional needs result in documented action steps	Leadership/team planning time	Existing resources

