

Goal 1: 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 2028–29 school year, the percentage of students reading at or above grade level will increase across all grade bands, with each grade 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 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 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 Achieve school wide 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>	Provide purposeful fluency-building activities to help students read effortlessly. (Tier 1) <ul style="list-style-type: none"> Model fluent reading through the Shared Reading block 		
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>	<ul style="list-style-type: none"> Building Administration Division Reading Specialist Building Reading Specialists MCL 		
Team Members <i>(Who are responsible for doing the work?)</i>	<ul style="list-style-type: none"> Building Administration ELA Teachers Building Reading Specialists MCL TAs 		

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>
<p>Establish Tier 1 teaching where 80% of the class will learn content</p> <p>Establish Tier 2 teaching where 15% of the class will be given extra support.</p> <p>Establish Tier 3 teaching where 5% of the class will be given support outside of the classroom.</p> <p>Utilize the MTSS Tier System to give students supports to help them move to learning within Tier 1</p>	<p>Classroom Teacher</p> <p>Administration</p> <p>Literacy Supervisor</p> <p>Reading Specialists</p> <p>MCL</p>	<p>Ongoing (June 2026-June2029)</p>	<p>Walkthroughs (Throughout school year)</p> <p>Quarterly Check-ins during Instructional meetings</p> <p>SOL Test in May of every school year</p>	<p>Students will show progress through progress monitoring</p> <p>Students in 3rd and 4th grades will be successful in passing the SOL Test.</p>	<p>Curriculum</p> <p>Staffing-TA and Reading Specialists</p>	<p>Department of Instruction</p> <p>Title I funds</p>

Goal 2: 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 2028–29 school year, the percentage of students meeting or exceeding grade-level mathematics expectations will increase across all grade bands, with each grade 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 Growth ▾		
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 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.	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.	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 <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Provide purposeful number fluency building activities to help students perform calculations effortlessly. (Tier 1) <ul style="list-style-type: none"> Model number fluency through Number Sense Routines 		
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>	<ul style="list-style-type: none"> Building Administration Division Mathematics Specialist MCL 		

Team Members <i>(Who are responsible for doing the work?)</i>			<ul style="list-style-type: none"> • Building Administration • Math Teachers • MCL • TAs 			
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>
<p>Establish Tier 1 teaching where 80% of the class will learn content</p> <p>Establish Tier 2 teaching where 15% of the class will be given extra support.</p> <p>Establish Tier 3 teaching where 5% of the class will be given support outside of the classroom.</p> <p>Utilize the MTSS Tier System to give students supports to help them move to learning within Tier 1</p>	<p>Classroom Teacher Administration</p> <p>Mathematics Supervisor</p> <p>MCL</p>	<p>Ongoing (June 2026-June2029)</p>	<p>Walkthroughs (Throughout school year)</p> <p>Quarterly Check-ins during Instructional meetings</p> <p>SOL Test in May of every school year</p>	<p>Students will show progress through progress monitoring</p> <p>Students in 3rd and 4th grades will be successful in passing the SOL Test.</p>	<p>Curriculum</p> <p>Staffing-TA</p>	<p>Department of Instruction</p> <p>Title I funds</p>

Goal 3: English Learner Achievement			
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 English Learner students meeting the state benchmark on the English Language Proficiency assessment will increase from the current baseline to 58%, reflecting three consecutive years of measurable growth.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	English Learner Progress ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	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.	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.	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 <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Teachers will participate in targeted professional development focused on sheltered instruction, language acquisition strategies, and classroom differentiation for English Learners. Co-teaching models pairing EL specialists with content teachers will be implemented in identified classrooms. 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 <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	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 <i>(Who is responsible for ensuring the work gets done?)</i>	Building Administration ESOL Lead ESOL Division Leader MCL		
Team Members <i>(Who are responsible for doing the work?)</i>	Classroom Teachers ESOL Team		

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>
Implement Summit K-12 with fidelity	ESOL Division Leader ESOL Team	The 26/27 School year	<p>The ESOL Team will create a plan for students to utilize the program within the first two weeks of school..</p> <p>Students will be put in the system within the first quarter of the school year</p> <p>ESOL Team will report to the PLC Teams student growth once every month.</p>	All of the Progresses will be established within the allotted timeframes.	Cost of Summit K-12	ESOL Instruction Department

Goal 4: Professional Learning Communities			
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>	PLC ▾		
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; 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 <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 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 <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>	Administration MCL		
Team Members <i>(Who are responsible for doing the work?)</i>	Grade Level Teams EL Team Reading Specialists Inclusion SPED Teacher Administration 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>
PLC Teams will meet weekly utilizing the PLC+ Framework with fidelity.	MCL Administration	26/27 School Year	PLC agendas	<p>The PLC Agendas will show students needing support being identified and given these supports.</p> <p>Teachers and Student Support Teams will provide data on the growth of students with Tier 2 and Tier 3 supports.</p>	PD For Leaders	School Division

Goal 5: Attendance			
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 chronically absent students (missing 10% or more of instructional days) will decrease by a minimum of 3 percentage points from the 2024–25 baseline.		
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 Establish a school-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.	Measurable Objective Year 2 Implement a 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; highest-need schools demonstrate greatest improvement; sustain family engagement structures and early outreach protocols.
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	FDES 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 <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	The number of students' absences will decrease		
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>	Administration		
Team Members <i>(Who are responsible for doing the work?)</i>	Administration Student Support Services Teachers Attendance Committee		

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>
Attendance committee will monitor attendance monthly Meet with school social worker once a month to reach out to students' families who are chronically absent. Provide consistent information to parents about the importance of attendance	Building Administration Attendance Committee		Monthly Check-in with student support specialist Monthly Attendance Committee meetings	The number of student absences for the 26/27 school year will be lower than the number of student absences for the 25/26 school year when compared per month.		

Goal 6: Students with Disabilities

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>	Readiness ▾				
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3		
	Conduct a baseline analysis of how many teachers are using SDI and how often.	Show an increase in both the number of teacher using SDI regularly and the frequency in which these practices are being used.			

Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>		Both teachers and administrators will receive additional training on how to identify and implement Specially Designed Instruction. Training will be offered during PD days, PLCs, and after school trainings.				
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>		Special Education students will receive high quality specially designed instruction as the primary instructional strategy.				
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>		Building Administration Special Education Division Leader				
Team Members <i>(Who are responsible for doing the work?)</i>		Building Administration Lead Special Education Teachers High needs and inclusion Special Education teachers General Education 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>
Assess instruction to obtain a baseline	School Administration Division SPED Leaders	The 26/27 School year	Data from walkthroughs and observations	Data collected during walkthroughs and observations will indicate consistent use of SDI in Special Education Settings	Professional Development Workshops	Special Education Department