

| Goal 1:                                                                                                                                |                                                                                                                                          |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
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| <b>3-Year Goal Statement:</b><br><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.                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
| <b>School Performance and Support Framework Alignment</b><br><i>Select indicator that the goal addresses.</i>                          |                                                                                                                                          |                                                                                                                | English Learner Progress ▾                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
| <b>Measurable Objectives</b><br><i>Define objectives that support accomplishing the goal.</i>                                          |                                                                                                                                          |                                                                                                                | <b>Measurable Objective Year 1<br/>26-27</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Measurable Objective Year 2<br/>27-28</b>                                                                                                                                                                | <b>Measurable Objective Year 3<br/>28-29</b>                                                                                                                            |                                                                   |
|                                                                                                                                        |                                                                                                                                          |                                                                                                                | Conduct a baseline analysis of current EL proficiency levels (50% 25-26) by 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 2 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. |                                                                   |
| <b>Evidence-Based Strategy</b><br><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 Lead 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). |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
| <b>Intended Outcomes</b><br><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.                                                                                                                                                                                                    |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
| <b>Lead person</b> <i>(Who is responsible for ensuring the work gets done?)</i>                                                        |                                                                                                                                          |                                                                                                                | Administration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
| <b>Team Members</b> <i>(Who are responsible for doing the work?)</i>                                                                   |                                                                                                                                          |                                                                                                                | Administration, EL Lead, EL Coordinator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                   |
| <b>Action Step</b><br><i>(What will be accomplished?)</i><br>List the specific, sequenced steps required to complete the activity.     | <b>Process Owner</b><br><i>(Who is responsible for ensuring the action step is complete?)</i><br>Identify a single, accountability lead. | <b>Time Frame</b><br><i>(How long will it take?)</i><br>Identify the start and end dates for each action step, | <b>Progress Checks</b><br><i>(How will the team monitor progress?)</i><br>Define key dates to review process, make adjustments, and                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Measures of Success</b><br><i>(How will the team know if the action step is complete?)</i><br>Define clear, observable                                                                                   | <b>Cost Elements</b><br><i>(What resources are needed to complete the action step?)</i>                                                                                 | <b>Funding Source</b><br><i>(Where will the money come from?)</i> |

|                                                                                                                                                                                                                                                                                                  |                                  | including any key milestones.  | confirm the work remains on track.                                                                                                             | indicators of completion.                                                                                                                                                               |                                                      |  |
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| Conduct a comprehensive baseline analysis of English Learner proficiency data by grade level and language proficiency level. Identify students below benchmark, establish intervention groups, and create a data-sharing process between the EL Lead and content teachers through PLC+ meetings. | EL Lead Teacher                  | August - January               | Review ACCESS/EL proficiency data in August; monitor PLC+ implementation monthly                                                               | Baseline data report completed; all EL students identified by proficiency level; intervention groups established; PLC+ teams receive and utilize EL data during instructional planning. | Staff planning time; data reports; PLC meeting time. |  |
| Provide annual English Learner professional development during faculty meetings focused on sheltered instruction, language acquisition, classroom differentiation, and effective instructional strategies to support EL students.                                                                | EL Lead Teacher / Administration | Annually (Beginning Fall 2026) | Review faculty meeting agendas annually; collect teacher feedback; monitor implementation through classroom walkthroughs and PLC+ discussions. | Annual EL professional development is delivered to faculty; teachers demonstrate increased use of EL instructional strategies during classroom observations and walkthroughs.           | Faculty meeting time; presentation materials.        |  |

| Goal 2:                                                                                                                                |                                                                                               |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
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| <b>3-Year Goal Statement:</b><br><i>Include the goal statement completed as part of the needs assessment process.</i>                  |                                                                                               |                                                                                                                                              | By the end of the 2028-29 school year, select PLCs (Biology, Algebra 1, English 9-12, and AP Hist/Lang) 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.                                                                                                                                                                            |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
| <b>School Performance and Support Framework Alignment</b><br><i>Select indicator that the goal addresses.</i>                          |                                                                                               |                                                                                                                                              | Math Mastery ▾ ; Math Mastery; Reading Mastery                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
| <b>Measurable Objectives</b><br><i>Define objectives that support accomplishing the goal.</i>                                          |                                                                                               |                                                                                                                                              | <b>Measurable Objective Year 1<br/>2026-27</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Measurable Objective Year 2<br/>2027-28</b>                                                                                                                                                                    | <b>Measurable Objective Year 3<br/>2028-29</b>                                                                                                                                         |                                                                   |
|                                                                                                                                        |                                                                                               |                                                                                                                                              | Establish consistent PLC+ structures; 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. |                                                                   |
| <b>Evidence-Based Strategy</b><br><i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i> |                                                                                               |                                                                                                                                              | Administration will support division non-negotiables for PLC meetings — focused on learning, collaboration, and results — including establishing and communicating 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). |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
| <b>Intended Outcomes</b><br><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.                                                                                                                                                               |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
| <b>Lead person</b> <i>(Who is responsible for ensuring the work gets done?)</i>                                                        |                                                                                               |                                                                                                                                              | Administration, C&I team                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
| <b>Team Members</b> <i>(Who are responsible for doing the work?)</i>                                                                   |                                                                                               |                                                                                                                                              | MCLs, PLC Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                   |
| <b>Action Step</b><br><i>(What will be accomplished?)</i><br>List the specific, sequenced steps required to complete the activity.     | <b>Process Owner</b><br><i>(Who is responsible for ensuring the action step is complete?)</i> | <b>Time Frame</b><br><i>(How long will it take?)</i><br>Identify the start and end dates for each action step, including any key milestones. | <b>Progress Checks</b><br><i>(How will the team monitor progress?)</i><br>Define key dates to review process, make adjustments, and confirm the work remains on track.                                                                                                                                                                                                                                                                                                | <b>Measures of Success</b><br><i>(How will the team know if the action step is complete?)</i><br>Define clear, observable indicators of completion.                                                               | <b>Cost Elements</b><br><i>(What resources are needed to complete the action step?)</i>                                                                                                | <b>Funding Source</b><br><i>(Where will the money come from?)</i> |

|                                                                                                                                        | Identify a single, accountability lead. |                               |                                            |                                                                                                                                                                      |              |                               |
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| Establish consistent PLC+ structures; train all PLC facilitators in the four critical questions; develop consistent PLC meeting agenda | Administration                          | Weekly PLC Meeting Attendance | Attend PLC Meetings, Monitor Data Tracking | Training documented, PLC meetings documented via agenda                                                                                                              | PLC Training | PLC+ from CAO; no other costs |
| principals conduct a minimum of 5 walkthroughs per week logged in Kickup aligned to PLC+ look-fors.                                    | APs and Principal                       | Weekly                        | Quarterly                                  | Walk throughs logged in Kick Up on a weekly basis; findings shared in leadership and documented in agendas; findings shared with C&I team in quarterly walk throughs | Kick Up      | Boula                         |

| Goal 3:                                                                                                                                |               |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
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| <b>3-Year Goal Statement:</b><br><i>Include the goal statement completed as part of the needs assessment process.</i>                  |               | By the end of the 2026–2027 school year, the Science Department will increase the Biology SOL pass rate from 70% to 72% through the implementation of standards-aligned instruction, data-driven PLCs, targeted interventions, and remediation opportunities for students. The department will continue to build on this growth with the goal of achieving a Biology SOL pass rate of at least 75% by the end of the 2028–2029 school year. |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
| <b>School Performance and Support Framework Alignment</b><br><i>Select indicator that the goal addresses.</i>                          |               | Science Mastery ▾                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
| <b>Measurable Objectives</b><br><i>Define objectives that support accomplishing the goal.</i>                                          |               | <b>Measurable Objective Year 1<br/>2026-2027</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Measurable Objective Year 2<br/>2027-2028</b>                                                                                                                                                                                                                                                          | <b>Measurable Objective Year 3<br/>2028-2029</b>                                                                                                                                                                                                                                                                     |               |                |
|                                                                                                                                        |               | By the end of the 2026–2027 school year, the Science Department will increase the Biology SOL pass rate from 70% to 72% through standards-aligned instruction, data-driven PLCs, and targeted interventions for students identified as at risk of not meeting proficiency.                                                                                                                                                                  | By the end of the 2027–2028 school year, the Science Department will increase the Biology SOL pass rate from 72% to 74% by expanding remediation opportunities, utilizing common assessment data to drive instruction, and providing additional support for students demonstrating academic deficiencies. | By the end of the 2028–2029 school year, the Science Department will increase the Biology SOL pass rate from 74% to 75% through the continued implementation of effective instructional practices, targeted intervention programs, and collaborative PLC processes focused on student achievement and SOL readiness. |               |                |
| <b>Evidence-Based Strategy</b><br><i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i> |               | Standards-Aligned Instruction<br>Data-Driven PLCs and Common Assessments<br>Targeted Intervention and Remediation                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
| <b>Intended Outcomes</b><br><i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>    |               | As a result, more students will demonstrate proficiency on the Biology SOL assessment, leading to an increase in the pass rate from 70% to 75% by the end of the 2028–2029 school year. Additionally, students will develop stronger scientific reasoning, problem-solving, and content literacy skills that support long-term success in science courses.                                                                                  |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
| <b>Lead person</b> <i>(Who is responsible for ensuring the work gets done?)</i>                                                        |               | MCL and School Administration                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
| <b>Team Members</b> <i>(Who are responsible for doing the work?)</i>                                                                   |               | Science Supervisor, School Administration and MCL                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |               |                |
| Action Step                                                                                                                            | Process Owner | Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                  | Progress Checks                                                                                                                                                                                                                                                                                           | Measures of Success                                                                                                                                                                                                                                                                                                  | Cost Elements | Funding Source |

| <i>(What will be accomplished?)</i><br>List the specific, sequenced steps required to complete the activity.                                                                                                                              | <i>(Who is responsible for ensuring the action step is complete?)</i><br>Identify a single, accountability lead. | <i>(How long will it take?)</i><br>Identify the start and end dates for each action step, including any key milestones. | <i>(How will the team monitor progress?)</i><br>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><br>Define clear, observable indicators of completion.                                | <i>(What resources are needed to complete the action step?)</i>       | <i>(Where will the money come from?)</i> |
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| Implement standards-aligned Biology instruction and ensure curriculum pacing guides are aligned to the Virginia Science Standards of Learning. Teachers will collaboratively develop common learning targets and instructional resources. | Biology MCL                                                                                                      | August 2026 – June 2029                                                                                                 | Quarterly lesson plan reviews and classroom walkthroughs; PLC reviews at the end of each grading period                                      | Evidence of standards-aligned instruction in lesson plans and classroom observations; completion of pacing guides and common instructional resources | Instructional materials, curriculum resources, teacher planning time  | Division Operating Budget                |
| Conduct data-driven PLC meetings to analyze common assessment results, identify student learning gaps, and adjust instructional practices.                                                                                                | Biology MCL                                                                                                      | August 2026 – June 2029                                                                                                 | Monthly PLC meetings; quarterly data reviews; semester benchmark analysis                                                                    | PLC agendas, data analysis documents, and instructional action plans completed; improved common assessment performance                               | Teacher collaboration time, data analysis tools, assessment resources | Division Operating Budget                |
| Develop and administer common formative assessments aligned to Biology SOL standards to monitor student mastery throughout the school year.                                                                                               | Biology MCL                                                                                                      | August 2026 – June 2029                                                                                                 | Assessment reviews after each instructional unit; quarterly progress monitoring                                                              | Increased student proficiency on common assessments; assessment data used to guide instruction                                                       | Assessment development resources and instructional materials          | Division Operating Budget                |
| Provide targeted intervention and remediation opportunities for                                                                                                                                                                           | Biology MCL                                                                                                      | August 2026 – June 2029                                                                                                 | Monthly review of student achievement data; quarterly                                                                                        | Reduction in the number of students identified as at risk; increased                                                                                 | Tutoring materials, intervention resources, staffing support,         | School Operating Budget,                 |

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| students identified as at risk of not meeting Biology SOL proficiency through tutoring, small-group instruction, and remediation sessions.                        |                       |                         | intervention effectiveness reviews                                    | assessment performance and SOL pass rates                                                                                         | transportation if applicable                                                     |                                                                                         |
| Monitor implementation of instructional strategies and intervention programs through classroom observations, walkthroughs, and student achievement data analysis. | School Administration | August 2026 – June 2029 | Quarterly leadership reviews; semester data analysis meetings         | Consistent implementation of instructional expectations; annual increases in Biology SOL pass rates toward the 75% goal           | Observation tools, data management systems, administrative monitoring time       | Division Operating Budget                                                               |
| Provide ongoing professional development focused on Biology content, SOL-aligned instructional strategies, data analysis, and intervention practices.             | Science Supervisor    | August 2026 – June 2029 | Professional development evaluations; semester implementation reviews | Increased teacher capacity; evidence of implementation during observations and PLC discussions; improved student achievement data | Professional development materials, conference registration, substitute coverage | Professional Development Funds, Division Operating Budget, State Academic Support Funds |

## 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, John Handley High School will maintain a four-year cohort graduation rate of at least 98% while increasing graduation rates among identified student subgroups through implementation of the Judges IX On Track framework, early warning interventions, and targeted academic supports.

### School Performance and Support Framework Alignment

*Select indicator that the goal addresses.*

Graduation ▾

### Measurable Objectives

*Define objectives that support accomplishing the goal.*

#### Measurable Objective Year 1 26-27

Increase the percentage of Grade 9 students meeting the Judges IX On Track criteria from the 2025–26 baseline of 69.25% to at least 75% by ensuring students earn at least five credits, remain on pace to earn verified credits in English, mathematics, science, and history, and receive timely interventions through the Success Team process.

#### Measurable Objective Year 2 27-28

Increase the percentage of students meeting the Judges IX On Track criteria in Grades 9 and 10 through continued implementation of bi-weekly Success Team meetings, targeted academic and attendance interventions, credit monitoring, and collaboration among administrators, counselors, social workers, and teachers. Subgroup outcomes will demonstrate measurable improvement as students remain on track for graduation.

#### Measurable Objective Year 3 28-29

Maintain a four-year cohort graduation rate of at least 98% while sustaining the Judges IX On Track framework and bi-weekly Success Team process. Graduation outcomes for identified student subgroups will improve through continued collaboration, timely interventions, and ongoing monitoring of academic progress, attendance, behavior, and credit attainment.

### Evidence-Based Strategy

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

The school will implement a multi-tiered early intervention system through bi-weekly Success Team meetings involving administrators, counselors, social workers, school psychologists, and teachers. Teams will analyze Judges IX On Track data, attendance, behavior, grades, and credit accumulation to identify students in need of support and implement timely academic, behavioral, and social-emotional interventions.

### Intended Outcomes

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

More students, particularly those in identified student subgroups, will remain on track for graduation through timely, data-informed interventions provided by the Judges IX On Track framework and bi-weekly Success Team meetings, resulting in sustained high graduation rates and increased postsecondary readiness.

| <b>Lead person</b> <i>(Who is responsible for ensuring the work gets done?)</i>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                          |                                                                                                                                              | Administration                                                                                                                                                         |                                                                                                                                                                                                                                                   |                                                                                         |                                                                   |
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| <b>Team Members</b> <i>(Who are responsible for doing the work?)</i>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                          |                                                                                                                                              | Administration, Success Teams                                                                                                                                          |                                                                                                                                                                                                                                                   |                                                                                         |                                                                   |
| <b>Action Step</b><br><i>(What will be accomplished?)</i><br>List the specific, sequenced steps required to complete the activity.                                                                                                                                                                                                                                                                                                                       | <b>Process Owner</b><br><i>(Who is responsible for ensuring the action step is complete?)</i><br>Identify a single, accountability lead. | <b>Time Frame</b><br><i>(How long will it take?)</i><br>Identify the start and end dates for each action step, including any key milestones. | <b>Progress Checks</b><br><i>(How will the team monitor progress?)</i><br>Define key dates to review process, make adjustments, and confirm the work remains on track. | <b>Measures of Success</b><br><i>(How will the team know if the action step is complete?)</i><br>Define clear, observable indicators of completion.                                                                                               | <b>Cost Elements</b><br><i>(What resources are needed to complete the action step?)</i> | <b>Funding Source</b><br><i>(Where will the money come from?)</i> |
| Implement the Judges IX On Track framework by monitoring student progress through bi-weekly Success Team meetings. The team will review attendance, behavior, grades, credit accumulation, and verified credit progress to identify students at risk of falling off track and coordinate individualized academic, behavioral, and social-emotional interventions, including assigning adult advocates and connecting students with appropriate supports. | Administration, Judges IX counselor and dean                                                                                             | August 2026 – June 2029                                                                                                                      | Success Team meetings held bi-weekly; quarterly review of On Track data; semester review of subgroup performance; annual review of graduation indicators.              | Success Team meetings occur as scheduled; intervention plans are documented for identified students; the percentage of students meeting Judges IX On Track criteria increases annually; subgroup performance demonstrates measurable improvement. |                                                                                         |                                                                   |
| Implement engaging college and career-connected learning experiences                                                                                                                                                                                                                                                                                                                                                                                     | Administration, CTE Coordinator, Workbase Learning Coach                                                                                 | August 2026 – June 2029                                                                                                                      | Quarterly review of student participation data; annual student                                                                                                         | Increased enrollment in career pathways and work-based learning                                                                                                                                                                                   |                                                                                         |                                                                   |

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| that increase student relevance and motivation.                                                                                            |                                                             |                         | engagement survey analysis                                                                              | experiences; improved attendance and engagement indicators; and graduation rate increases annually                                                                                                                                                                            |  |  |
| Provide intensive, individualized support for students identified as off-track for graduation.                                             | Administration, Success teams                               | August 2026 – June 2029 | Bi-weekly off-track student lists; Bi-weekly success team meetings                                      | Reduction in course failures; increased credit attainment; annual decrease in off-track students; subgroup graduation rates improve                                                                                                                                           |  |  |
| Provide targeted academic support and enrichment opportunities to improve student achievement and credit attainment.                       | Administration, Success teams                               | August 2026 – June 2029 | Grading period reviews; semester analysis of course pass rates and credit accumulation                  | Increased course pass rates; decreased failures in core subjects; increased on-time credit accumulation; improved SOL and graduation outcomes                                                                                                                                 |  |  |
| Conduct biannual cohort graduation reviews to identify students at risk of not graduating on time and connect them with targeted supports. | Director of School Counseling, Social Workers, and Liaisons | Fall and Spring         | Fall and Spring cohort review meetings; intervention status updates reviewed quarterly by the OGR team. | 100% of cohort data reviewed twice annually; all identified off-track students assigned interventions; increased credit attainment among identified students; reduction in the number of students classified as off-track; improved graduation rates for identified subgroups |  |  |



| Goal 5:                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |
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| <b>3-Year Goal Statement:</b><br><i>Include the goal statement completed as part of the needs assessment process.</i>                  | By SY 2028-2029, JHHS will decrease the failure rates of students on the Math SOL tests. Baseline data includes the following SOL pass rates: Math Pass Rate in 2023-24 was 85.5%, 78% for 2024-25, and 75% for 2025-2026.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |
| <b>School Performance and Support Framework Alignment</b><br><i>Select indicator that the goal addresses.</i>                          | Math Mastery ▾                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |
| <b>Measurable Objectives</b><br><i>Define objectives that support accomplishing the goal.</i>                                          | Measurable Objective Year 1<br>26-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Measurable Objective Year 2<br>27-28                                                                                                                                                                                                                                | Measurable Objective Year 3<br>28-29                                                                                                                                                                                                                                          |
|                                                                                                                                        | By June 2027, mathematics teachers will use a standards-aligned curriculum that incorporates Math Workshop structures, clear student-friendly learning objectives, and differentiated instructional practices. PLCs will establish common assessment and data-analysis procedures, and at least 78% of students will pass mathematics CFAs and SOL assessments.                                                                                                                                                                                                                                                                                                                                                                                         | By June 2028, mathematics teachers will consistently implement Math Workshop and data-driven differentiated instruction as evidenced through classroom observations and PLC documentation. At least 82% of students will pass mathematics CFAs and SOL assessments. | By June 2029, mathematics teachers will demonstrate full implementation of Math Workshop, differentiated instruction, and PLC data cycles, resulting in improved student engagement and achievement. At least 86% of students will pass mathematics CFAs and SOL assessments. |
| <b>Evidence-Based Strategy</b><br><i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i> | <p>The school will implement the Math Workshop instructional framework to strengthen students' mathematical reasoning, problem-solving skills, and overall achievement. Math Workshop incorporates research-based instructional practices that promote active student engagement, differentiated instruction, mathematical discourse, and ongoing formative assessment.</p> <p>A cohort of mathematics teachers has been trained in the Math Workshop model and supports consistent implementation across grade levels. Math Workshop includes instructional structures such as Task and Share, Focus Lesson, and Guided Math and Learning Stations. Each math block begins with a Number Sense Reasoning Routine to develop fluency and conceptual</p> |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |

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|                                                                                                                                     |                                                                                               |                                                                                                   | <p>understanding and concludes with student reflection to reinforce learning and problem-solving strategies.</p> <p>To support continuous improvement of instructional practices, teachers will engage in Professional Learning Communities (PLCs). PLCs provide a structured process for analyzing student data, monitoring progress, sharing effective instructional strategies, and planning targeted interventions and enrichment opportunities.</p> <p>Research supports both Math Workshop and PLCs as effective practices for increasing student engagement, improving instructional quality, and raising student achievement. Implementation fidelity will be monitored through classroom observations, PLC documentation, and analysis of student performance data, including formative and summative assessments.</p> <p>Teachers also collaborate through Professional Learning Communities (PLCs) to analyze student data, share instructional strategies, and plan targeted supports. Research shows that effective PLCs strengthen teacher collaboration, improve instructional practices, and positively impact student outcomes.</p> |                                                                                               |                                                                                         |                                                                   |
| <b>Intended Outcomes</b><br><i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i> |                                                                                               |                                                                                                   | <p>The implementation of a standards-aligned mathematics program that incorporates Math Workshop, Professional Learning Communities (PLCs), differentiated instruction, and data-driven decision-making will increase student engagement, mathematical reasoning, and problem-solving skills. Through consistent use of evidence-based instructional practices, targeted interventions, and collaborative teacher planning, students will demonstrate increased achievement on Common Formative Assessments (CFAs) and Virginia Standards of Learning (SOL) assessments. This work will reduce achievement gaps among Students with Disabilities (SWD), English Learners (EL), Black, Hispanic, and Economically Disadvantaged students while ensuring all students have access to rigorous, grade-level mathematics instruction.</p>                                                                                                                                                                                                                                                                                                                |                                                                                               |                                                                                         |                                                                   |
| <b>Lead person</b> <i>(Who is responsible for ensuring the work gets done?)</i>                                                     |                                                                                               |                                                                                                   | Administration, Math MCL, Instructional Supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                         |                                                                   |
| <b>Team Members</b> <i>(Who are responsible for doing the work?)</i>                                                                |                                                                                               |                                                                                                   | Math teachers, Match MCL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                               |                                                                                         |                                                                   |
| <b>Action Step</b><br><i>(What will be accomplished?)</i>                                                                           | <b>Process Owner</b><br><i>(Who is responsible for ensuring the action step is complete?)</i> | <b>Time Frame</b><br><i>(How long will it take?)</i><br>Identify the start and end dates for each | <b>Progress Checks</b><br><i>(How will the team monitor progress?)</i><br>Define key dates to review process,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Measures of Success</b><br><i>(How will the team know if the action step is complete?)</i> | <b>Cost Elements</b><br><i>(What resources are needed to complete the action step?)</i> | <b>Funding Source</b><br><i>(Where will the money come from?)</i> |

| List the specific, sequenced steps required to complete the activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Identify a single, accountability lead. | action step, including any key milestones.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | make adjustments, and confirm the work remains on track. | Define clear, observable indicators of completion.                                                                                                                                                                                                                                                                                                            |  |  |
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| <p>Train mathematics teachers on the Math Workshop framework, differentiation strategies, inquiry-based instruction, and the cognitive rigor of the Virginia SOLs.</p> <p>Provide ongoing coaching and support from the Math Supervisor, Algebra I MCL, SPED Lead, and EL Lead.</p> <p>Audit current curriculum, assessments, and instructional resources to ensure alignment with Virginia SOL standards and cognitive expectations.</p> <p>Revise curriculum units using the Understanding by Design (UbD) framework.</p> <p>Develop and communicate clear, student-friendly learning objectives for each unit and lesson.</p> |                                         | <p>August 2026 – June 2029</p> <p>Train staff in Math Workshop and PLC processes.</p> <p>Align curriculum and assessments to SOL rigor.</p> <p>Establish PLC data protocols and intervention systems.</p> <p>Begin implementation of Math Workshop and differentiated instruction.</p> <p>Monitor implementation through observations and feedback.</p> <p>Strengthen implementation fidelity across classrooms.</p> <p>Refine curriculum units and intervention practices based on student data.</p> |                                                          | <p>Observation and walkthrough data</p> <p>Teacher evaluation evidence</p> <p>Professional development records</p> <p>PLC agendas, minutes, and action plans</p> <p>Curriculum documents and unit plans</p> <p>CFA, benchmark, and SOL assessment data</p> <p>Intervention and progress-monitoring records</p> <p>Student engagement and achievement data</p> |  |  |

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| <p>Integrate Number Sense Reasoning Routines into daily instruction.</p> <p>Implement Math Workshop structures (Task and Share, Focus Lesson, and Guided Math and Learning Stations).</p> <p>Incorporate student reflection opportunities at the end of each math block.</p> <p>Establish a PLC schedule and meeting protocols.</p> <p>Develop common formative assessments (CFAs) aligned to standards and instructional objectives.</p> <p>Analyze student performance data during PLC meetings and identify trends and instructional needs.</p> <p>Create and monitor action plans based on assessment results.</p> <p>Use assessment data to identify student learning needs.</p> <p>Plan and provide differentiated instruction, scaffolds, and</p> |  | <p>Increase the use of data-driven differentiation and inquiry-based instruction.</p> <p>Use PLCs to monitor subgroup performance and instructional effectiveness.</p> <p>Sustain high-quality implementation of Math Workshop and PLC processes.</p> <p>Maintain targeted supports for identified student groups.</p> <p>Evaluate impact on student achievement and engagement.</p> <p>Institutionalize successful practices through ongoing monitoring, coaching, and continuous improvement.</p> |  |  |  |  |
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| <p>enrichment opportunities.</p> <p>Monitor progress of targeted student groups, including SWD, EL, Black, Hispanic, and Economically Disadvantaged students.</p> <p>Identify students requiring additional support through CFA and benchmark assessment data.</p> <p>Provide targeted intervention and remediation during designated instructional periods.</p> <p>Monitor intervention effectiveness and adjust supports as needed.</p> <p>Conduct classroom observations, walkthroughs, and evaluation conferences.</p> <p>Collect evidence of curriculum alignment, Math Workshop implementation, differentiation, student engagement, and rigorous instruction.</p> <p>Provide timely feedback and coaching to teachers.</p> |  |  |  |  |  |  |
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| <p>Review CFA, benchmark, and SOL data throughout the school year.</p> <p>Monitor progress toward student achievement goals and implementation benchmarks.</p> <p>Use PLC discussions, observation data, and assessment results to refine instructional practices and intervention plans.</p> <p>Celebrate successes and identify next steps for continuous improvement.</p> |  |  |  |  |  |  |
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