

**Dorothy Hamm - School Action Plan - 2024-25 to 2026-27**  
**Principal: Ellen Smith**

<b>Goal #1</b>	<b>Math - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
<b>Baseline Data</b>	<b>Spring 2023-2024- SOL</b> Black - Pass 60% (gap 25%) Hispanic - Pass 63% (gap 22%) EL - Pass 44% (gap 41%) SWD - Pass 48% (gap 37%) Econ. Disadv. - Pass 60% (gap 25%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 - Achievement Gaps - Math
<b>3 Year Performance Goal</b>			
By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 68% to at least a 71%, reducing the gap from 25% to 18% Hispanic - Increase pass rate from 63% to at least a 73%, reducing the gap from 22% to 16% EL - Increase pass rate from 44% to at least a 66%, reducing the gap from 41% to 23% SWD - Increase pass rate from 48% to at least a 68%, reducing the gap 37% to 21% Econ Disadv. - Increase pass rate from 60% to at least a 71%, reducing the gap 25% to 18%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 60% to at least 64%, reducing the gap from 25% to 23% <b>Hispanic</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 22% to 20% <b>EL</b> - Increase pass rate from 44% to at least 55%, reducing the gap from 41% to 32% <b>SWD</b> - Increase pass rate from 48% to at least 57%, reducing the gap 37% to 29% <b>Econ. Disadv.</b> - Increase pass rate from 60% to at least 64%, reducing the gap from 25% to 23%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 20% <b>Hispanic</b> - Increase pass rate from 67% to at least 70%, reducing the gap from 20% to 18% <b>EL</b> - Increase pass rate from 55% to at least 62%, reducing the gap 32% to 26% <b>SWD</b> - Increase pass rate from 57% to at least 64%, reducing the gap from 30% to 24% <b>Econ. Disadv.</b> - Increase pass rate from 64% to at least 68%, reducing the gap 23% to 20%		

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<p align="center"><b>Annual Performance Goal</b>  <b>Year 3 (2026-27)</b></p>	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 68% to at least a 71%, reducing the gap from 20% to 18%  <b>Hispanic</b> - Increase pass rate from 70% to at least a 73%, reducing the gap from 18% to 16%  <b>EL</b> - Increase pass rate from 62% to at least a 66%, reducing the gap from 26% to 23%  <b>SWD</b> - Increase pass rate from 64% to at least a 68%, reducing the gap 24% to 21%  <b>Econ Disadv.</b> - Increase pass rate from 68% to at least a 71%, reducing the gap 20% to 18%</p>
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**Strategic Plan Strategies**

<p><b>Strategic Plan Strategies- PRIMARY</b></p>	<p>S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.</p>
<p><b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b></p>	

**Action Steps**

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* Incorporate Math learning through games.</li> <li>* Teacher will begin to use math workshop structures within each unit.</li> <li>* Every teacher will provide differentiated instruction in targeted small groups.</li> </ul>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers</p>	<p>Principal &amp; AP will support with ATSS, Math, SPED &amp; EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>* Collaborative planning, coaching, and modeling of lessons, including EL and SpEd teachers.</li> <li>* Identify priority standards to address students scoring in Red and Orange bands on the MAP.</li> <li>* Ensure that students have access to visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.).</li> <li>* Provide MTSS intervention for students during Phoenix Time.</li> </ul>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>* Progress monitoring every unit and instructional adjustments according to formative assessments. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.</li> <li>* Use explicit Instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently.</li> </ul>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	

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<b>Professional Learning:</b> -Math Workshop Training and Support -Engagement strategies (Kagan, Accountable talk, Responsive Classroom) -Reasoning Routines -Provide opportunities for math teacher to observe other skilled teachers during classroom instruction	Sept - June, ongoing	Administrators, Math Coach	
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**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	<b>Strategic Plan Key Performance Indicators</b>		
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
School level- NWEA - MAP Growth  Teacher/CLT/Grade  -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- Teacher/CLT/Grade  -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- NWEA - MAP Growth  Teacher/CLT/Grade  -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- NWEA - MAP Growth  Teacher/CLT/Grade  -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic

<b>Goal #2</b>	<b>Reading - SOL</b>
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.

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<p align="center"><b>Baseline Data</b></p>	<p>Spring 2023-2024 - SOL</p> <p>Black - Pass 59% (opp. gap 27%)          Hispanic - Pass 73% (opp. gap 13%)          EL - Pass 32% (opp. gap 54%)          SWD - Pass 60% (opp. gap 26%)          Econ. Disadv - Pass 62% (opp. gap 24%)</p>	<p align="center"><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	
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**3 Year Performance Goal**

**READING SOL**

By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black - Increase pass rate from 59% to at least 72%, reducing the gap from 27% to 18%
- Hispanic - Increase pass rate from 73% to at least 80%, reducing the gap from 13% to 19%
- EL - Increase pass rate from 32% to at least 64%, reducing the gap from 54% to 26%
- SWD - Increase pass rate from 60% to 72% , reducing the gap from 26% to 19%
- Econ. Disadv. - Increase pass rate from 62% to at least 72%, reducing the gap from 24% to 17%

**Annual Performance Goals**

<p align="center"><b>Annual Performance Goal Year 1 (2024-25)</b></p>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 59% to at least 65%, reducing the gap from 27% to 22%          Hispanic - Increase pass rate from 73% to at least 76%, reducing the gap from 13% to 12%          EL - Increase pass rate from 32% to at least 47%, reducing the gap from 54% to 40%          SWD - Increase pass rate from 60% to 64% , reducing the gap from 26% to 23%          Econ. Disadv. - Increase pass rate from 62% to at least 66%, reducing the gap from 24% to 22%</p>
<p align="center"><b>Annual Performance Goal Year 2 (2025-26)</b></p>	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 22% to 20%  <b>Hispanic</b> - Increase pass rate from 76% to at least 78%, reducing the gap from 12% to 11%  <b>EL</b> - Increase pass rate from 47% to at least 57%, reducing the gap from 40% to 32%  <b>SWD</b> - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 21%  <b>Econ. Disadv.</b> - Increase pass rate from 66% to at least 69%, reducing the gap from 21% to 19%</p>
<p align="center"><b>Annual Performance Goal Year 3 (2026-27)</b></p>	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 20% to 18%  <b>Hispanic</b> - Increase pass rate from 78% to at least 80%, reducing the gap from 11% to 9%  <b>EL</b> - Increase pass rate from 57% to at least 64%, reducing the gap from 32% to 26%  <b>SWD</b> - Increase pass rate from 68% to at least 72%, reducing the gap from 21% to 19%  <b>Econ. Disadv.</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 20% to 17%</p>

**Strategic Plan Strategies**

<p><b>Strategic Plan Strategies- PRIMARY</b></p>	<p>S-SAGS-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.</p>
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**Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -**

**Action Steps**

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Explicit vocabulary Instruction-all content areas * Utilize strategies from Aspire Training and Staff Development in adolescent reading * Identify ELA Power Standards and create and implement common assessments and strategic reteaching	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Core phonics in Reading Strategies Class * Lexia powerup / (Lexia English for EL 1 & 2) * Provide coaching and modeling for special education and EL teachers * Provide MTSS intervention for students during Phoenix Time	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
Tier 3: * Teach students routine they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations * Provide intense decoding instruction, daily, using the Wilson Reading System for targeted students	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
<b>Professional Learning -</b> All teachers of English participate in training to support the science of reading and tools to use within the classroom. Provide opportunities for teachers to observe other skilled teachers during classroom instruction.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	

**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.2-% of students passing the Reading SOL
	LGI-SAGS-2.2-Universal Literacy Screener		KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>

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<b>School Level</b> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)  <b>Teacher/CLT/Grade-</b> -End of Unit Assessments -Writing performance task embedded in curriculum	<b>Teacher/CLT/Grade-</b> -End of Unit Assessments -Writing performance task embedded in curriculum	<b>School Level</b> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th & 8th)  <b>CLT/Teacher</b> -End of Unit Assessments -Writing performance task embedded in curriculum	<b>School Level</b> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th & 8th)  <b>CLT/Teacher</b> -End of Unit Assessments -Writing performance task embedded in curriculum
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<b>Goal #3</b>		<b>Student Well-Being</b>	
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	<b>Spring 2024 YVM</b> Student Well-Being: Student Social, Emotional & Mental Health - 58%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2027, at least 82 % of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 74% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 78% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 82% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			

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**Action Steps**

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement SEL curricular resource (RC) * Deliver 20-30 minutes twice a week of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize Coping Cat or C.A.T. Project	Sept-June, Ongoing	Admin, All Staff	
<b>Tier 3</b> *Intervention Counselor collaborates with Teams and Student Support team to determine students who may need additional services and provide these	Sept-June, Ongoing	Admin, All Staff	
<b>Professional Learning</b> 1) School leadership team will model 3 Signature SEL Practices structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

**Progress Monitoring**

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Student Needs Assessment		SEL Survey	YVM

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<b>Goal #4</b>	<b>Workplace Climate</b>		
<b>Strategic Plan Goal Area</b>	Student Centered Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
<b>Baseline Data</b>	Spring 2024 YVM Engaged Workforce: Workplace Climate: Staff 61%   Teachers 52% favorable response	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
PO-EW-2-By 2027, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, APS staff will respond at the 80th percentile or better on staff engagement and climate as indicated by a school based survey		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, APS staff will respond at the 85th percentile or better on staff engagement and climate as indicated by the YVM Survey.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SCW-3.3-Implement systematic processes to engage staff in decision making that contributes to the improvement of learning, operations and climate in APS schools and the division.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Action 1 - Refine systems to support teachers with behavior management and relationship building (RISE Expectations, Restorative Practices, Responsive Advisory, Phoenix Time/TA Implementation)	October - June	Administrators, Team Leaders, Counseling Team	Grade Level Admin attend Team Meetings
Action 2 - Implement the 3 SEL Signature Practices with staff in every meeting that is held; model these and support team leaders and content leads with implementing these practices.	October - June	Administrators, Team Leaders	Team Leads and Content Leads provide feedback on progress of the groups they are responsible for supporting
Action 3 - Provide feedback to teachers on a regular basis - reflective conversations around practices that support and accelerate student learning	October - June	Administrators	Administrators maintain conference log
Action 4 - Maintain open communications with staff through regular participation in team meetings, CLT Meetings, and following through on actions, formation of committees to participate in decision-making	October - June	Administrators	Survey of staff at mid-end of year



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**Progress Monitoring**

<b>Strategic Plan Measures</b> To determine if goal was achieved	LGI-SCW-3.3-YVM Engaged Workforce: Employee Voice	<b>Strategic Plan Key Performance Indicators</b>	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
	-Staff survey -Committee Reports		YVM

<b>Goal #5</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-3-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
<b>Baseline Data</b>	Spring 2024 YVM Partnerships, Family Engagement: 82% responded favorably.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2027, at least 88% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 84% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 86% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027 at least 88% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		

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**Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -**

**Action Steps**

<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Action 1 - Clear communication and engagement plan developed and shared with families and teachers	October - June	Principal, Grade Level Admin, Team Leaders, Counselors	Principal and AP will monitor participation in activities quarterly
Action 2 - Grade Level Admin provide additional opportunities for families to engage around success and standards for middle school	October - June	Principal, Grade Level Admin, Team Leaders, Counselors	Principal will monitor by reviewing attendance at grade level events and check-in meetings with grade level admin
Action 3 - Teachers reach out via phone call to "meet" parents/guardian at beginning of the year. Teaching teams maintain and monitor a parent contact log	October - June	Principal, Grade Level Admin, Team Leaders, Counselors, Teachers	Principal & AP's will periodically review staff Quarterly Contact Log reports - follow up actions to support students
Action 4 - Quarterly events planned and implemented that welcome families into the building to share learning experiences	October - June	Principal, Grade Level Admin, Team Leaders, Counselors, Teachers	Principal will monitor through check-in meetings with staff planning the events and attendance at these events

**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	<b>LGI-P-2.1-YVM Family - Partnerships: Family Engagement</b>	<b>Strategic Plan Key Performance Indicators</b>	<b>KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement</b>
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
Participation in Quarter 1 events	Mid-year survey to parents focused on communication and partnership	Participation in Quarter 2/3 events	End of Year survey to parents focused on communication and partnership

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<b>Goal #6</b>	<b>Inclusion</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
<b>Baseline Data</b>	2024 Indicator 5a data - 64% of students with IEPs were included 80% of the day	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2027, at least 80% of students with IEPs will be included with their general education peers 80% of the day.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 70% of students with IEPs will be included with their general education peers 80% of the day.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 75% of students with IEPs will be included with their general education peers 80% of the day.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 80% of students with IEPs will be included with their general education peers 80% of the day.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
*provide professional learning for teachers around inclusion and supporting students with disabilities in the gen ed setting;	Sept-June	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	Principal & AP will monitor by reviewing PL schedule and ensuring opportunities are provided

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<p>*Implement co-teaching agreements and support this partnership *Partner with feeder schools to ensure that staff and families of students with disabilities understand the goals and inclusion model.</p>	<p>Sept-June</p>	<p>Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services</p>	<p>Principal &amp; AP will monitor by reviewing co-teaching agreements and ensuring plans are in place to meet with feeder schools</p>
<p>*Analyze student placement with sped department to determine students to move into co-taught sections; *IEP process - amend placement as IEP team approves;</p>	<p>October, November</p>	<p>Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services</p>	<p>LRE Indicator 5a status check at end of each quarter</p>

**Progress Monitoring**

<p align="center"><b>Strategic Plan Measures To determine if goal was achieved</b></p>	<p>LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting</p>	<p align="center"><b>Strategic Plan Key Performance Indicators</b></p>	<p>KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting</p>
<p align="center"><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP4)</b></p>
<p>Quarterly Review of LRE Dashboard</p>	<p>Quarterly Review of LRE Dashboard</p>	<p>Quarterly Review of LRE Dashboard</p>	<p>Quarterly Review of LRE Dashboard</p>