

Gunston - School Action Plan - 2024-25 to 2026-27

Principal: Carolyn Jackson

Goal #1	Math - SOL Proficiency		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	Spring 2024 - SOL Black - Passing 57.0 % (gap 12%) Hispanic-Passing 56.5 % (gap 14%) EL- Passing 31.3% (gap 39%) SWD -Passing 33.8 % (gap 33%) Econ. Disadv -Passing 50.4 % (gap 20%)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 - VDOE - Math: Achievement Gaps
3 Year Performance Goal			
MATH SOL By 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 (Spr. 2024 pass rate) 45% to at least 67%, reducing the gap from 19% to 7% Hispanic - Increase pass rate from (Spr. 2024 pass rate) 49% to at least 68%, reducing the gap from 15% to 6% EL - Increase pass rate from (Spr. 2024 pass rate) 28% to at least 62%, reducing the gap from 36% to 12% SWD - Increase pass rate from (Spr. 2024 pass rate) 33% to at least 63%, reducing the gap from 31% to 11% Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 44% to at least 67%, reducing the gap from 19% to 7%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 59 % to at least a 65 %, reducing the gap from 12% to 9% Hispanic - Increase pass rate from 57% to at least a 64%, reducing the gap from 14% to 10% EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 39% to 27% SWD - Increase pass rate from 38% to at least a 51%, reducing the gap from 33% to 23% Econ. Disadv. - Increase pass rate from 51% to at least a 59%, reducing the gap from 20% to 14%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 65% to at least 69 %, reducing the gap from 9% to 8% Hispanic - Increase pass rate from 64% to at least 67%, reducing the gap from 10 to 9% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 27% to 20% SWD - Increase pass rate from 51% to at least 59%, reducing the gap from 23% to 17% Econ Disadv. - Increase pass rate from 59% to at least 66%, reducing the gap from 15% to 11%		

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Annual Performance Goal Year 3 (2026-27)	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 69% to at least 72 %, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 67% to at least 71%, reducing the gap from 10 to 8% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 20% to 15% SWD - Increase pass rate from 59% to at least 65%, reducing the gap from 18% to 13% Econ Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 11% to 10%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for new, EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will begin to use math workshop structures within each unit. * Every student will be required to meet regularly with the teacher in targeted small group. * Targeted groups are differentiated to meet each student's needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Monitor compliance with APS interventions.
Tier 2 * Collaborative planning including EL and SpEd teachers to target identified needs. * Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach and Math Interventionist.	
Tier 3 * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. * 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, to include the Math Interventionist pushing into targeted 6th grade classes.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach and Math Interventionist	

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Professional Learning *Gr. 6-8 Math teachers will participate in training on NWEA MAP Growth in Math including data analytic tools *Math Interventionist will provide PL to Math teachers *Gr. 6-8 Math teachers will participate in IXL training *Staff will participate in interdisciplinary PL focused on support for SWD, EL and effective CLT structures	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will monitor implementation of PL by check-ins with leads and walkthroughs
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Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL
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)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions"

Goal #2	Reading - SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	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.

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Baseline Data	Spring 2024 - SOL Black - Passing 60.4% (gap 12%) Hispanic - Passing 59.5% (gap 15%) EL - Passing 21.7% (gap 51%) SWD - Passing 35.7% (gap 34%) Econ. Disadv - Passing 50.7% (gap 23%)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 - VDOE - English: Achievement Gaps
3 Year Performance Goal			
By June 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 63% to at least a 73%, reducing the gap from 12% to 9% Hispanic - Increase pass rate from 60% to at least a 71%, reducing the gap from 15% to 11% EL - Increase pass rate from 24% to at least a 61%, reducing the gap from 51% to 21% SWD - Increase pass rate from 41% to at least a 65%, reducing the gap from 34% to 17% Econ. Disadv. - Increase pass rate from 52% to at least a 68%, reducing the gap from 23% to 14%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 63% to at least a 67%, reducing the gap from 12% to 11% Hispanic - Increase pass rate from 60% to at least a 64%, reducing the gap from 15% to 14% EL - Increase pass rate from 24% to at least a 42%, reducing the gap from 51% to 35% SWD - Increase pass rate from 41% to at least a 53%, reducing the gap from 34% to 25% Econ. Disadv. - Increase pass rate from 52% to at least a 60%, reducing the gap from 23% to 17%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 67% to at least a 70%, reducing the gap from 11% to 10% Hispanic - Increase pass rate from 64% to at least a 68%, reducing the gap from 14% to 12% EL - Increase pass rate from 42% to at least a 53%, reducing the gap from 36% to 26% SWD - Increase pass rate from 53% to at least a 61%, reducing the gap from 25% to 19% Econ. Disadv. - Increase pass rate from 60% to at least a 64%, reducing the gap from 18% to 16%		
Annual Performance Goal Year 3 (2026-27)	By June 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 70% to at least a 73%, reducing the gap from 10% to 9% Hispanic - Increase pass rate from 68% to at least a 71%, reducing the gap from 12% to 11% EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 27% to 21% SWD - Increase pass rate from 61% to at least a 65%, reducing the gap from 19% to 17% Econ. Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 16% to 14%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.
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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 -Explicit vocabulary Instruction-all content areas -Utilize strategies from the Virginia Literacy Act (VLA)Training adolescent reading and vocabulary. - Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions, Kagan cooperative learning structures.	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) - Fluency practice- repeated readings-WCPM 150 goal	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	
Tier 3 - Teach students routine they can use to decode multisyllabic words - Immersive Reader, education tech access for read aloud/translations	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	
Professional Learning 1) Teacher training on EdTech Resources (ie - Lexia English, Reading Coach, Immersive Reader) 2) PD on Virginia Literacy Act (VLA) 3) Gr. 6-8 ELA. EL, SWD teachers will participate in training on NWEA MAP Growth in English including data analytic tools	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL
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)

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School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)	Teacher/CLT/Grade- -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum	School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)	School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)
Teacher/CLT/Grade- -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum		CLT/Teacher -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum	CLT/Teacher -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	Spr. 2024 - YVM - 52% favorable overall on category Social, Emotional, and Mental Health	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2027, increase favorable responses to 75% Your Voice Matters Survey category: Social, Emotional, and Mental Health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By 2025, increase favorable responses to 60% Your Voice Matters Survey category: Social, Emotional, and Mental Health		
Annual Performance Goal Year 2 (2025-26)	By 2026, increase favorable responses to 70% Your Voice Matters Survey category: Social, Emotional, and Mental Health		
Annual Performance Goal Year 3 (2026-27)	By 2027, increase favorable responses to 75% Your Voice Matters Survey category: Social, Emotional, and Mental Health		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions
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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Second Step) * Deliver 30 minutes twice a week of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff. Create a system to recognize and celebrate staff work with weekly "Shout Outs". * Administer SEL survey in the fall and spring to all students grades 6-8	Sept-June, Ongoing	Admin, All Staff	Principal, APs, DOC and SEL Lead Teacher will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets weekly reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 Collaborate with the Office of Climate and Culture focused on addressing chronic behaviors that may pose a risk to school safety. This level of intervention will be reserved for students whose behaviors have not improved through previous supports. These strategies might include behavior intervention plans, counseling services, and restorative practices aimed at preventing escalation and addressing root causes.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) Teachers participated in SEL PL during pre-service and will continue through optional workshop offerings throughout SY 2024-25.	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)
LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan - Key Performance Indicators	Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)
LGI-SWB-1.4-SEL Survey: Self-Management		Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)

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	School Survey (based on YVM Question)	SEL Survey	YVM
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Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	Spr. 2024 YVM- 52% Gunston staff responded favorably to Workforce Climate on the YVM Survey.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2027, increase favorable responses to 75% Gunston staff responded favorable to Workforce Climate on the YVM Survey			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By 2025, increase favorable responses to 60% Gunston staff responded favorable to Workforce Climate on the YVM Survey		
Annual Performance Goal Year 2 (2025-26)	By 2026, increase favorable responses to 70% Gunston staff responded favorable to Workforce Climate on the YVM Survey		
Annual Performance Goal Year 3 (2026-27)	By 2027, increase favorable responses to 75% Gunston staff responded favorable to Workforce Climate on the YVM Survey		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-2.3-Develop and implement reward and recognition processes for all employees aligned to APS strategic priorities and performance objectives.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Utilize coaching as a means to implement new strategies. Math, Literacy, Special Education, Advance Academics, English Learners, Diversity, Equity & Inclusion Coaches, Instructional Technology Coordinator, Instructional Lead Teacher will provide coaching to staff in their respective areas in the focal areas identified above in the Math & ELA action steps.	Sept-June	Coaches	Principal & AP will monitor by conducting walkthroughs and observations, attending CLT's

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Prioritize peer collaboration as an improvement strategy. Site-based staff will offer optional professional learning based on needs and interest.	Sept-June	All Staff	Principal & AP will monitor by conducting walkthroughs and observations, attending CLT's
Provide new teachers with professional learning on effective classroom management strategies, including proactive behavior interventions and restorative practices. Facilitate collaborative sessions with experienced mentors to model and discuss real-life scenarios, ensuring new teachers feel confident in managing student behaviors and fostering a positive classroom climate.	Sept-June	All Staff	Principal & AP will monitor by conducting walkthroughs and observations, attending CLT's
Partner with the Office of Professional Learning to identify content and design high-quality professional learning.	Sept-June	Admin, Professional Learning Office	Principal & AP with support from PL Office

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan - Key Performance Indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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)
		School-Based Survey	YVM

Goal #5	Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	2023-24 73% of Students with Disabilities spent 80% or more of the school day in a general education setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, at least 76% of students with disabilities will spend at least 80% of the school day in a general education setting			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 77% of students with disabilities will spend at least 80% of the school day in a general education setting		
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 79% of students with disabilities will spend at least 80% of the school day in a general education setting		
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 81% of students with disabilities will spend at least 80% of the school day in a general education setting		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.1-Provide professional learning to case carriers and school administrators to ensure consistent practices that result in IEP goals and service hours that are reflective of current levels of performance and least restrictive environment (LRE).		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Gunston will serve as a demonstration site and partnership with Maryland Coalition for Inclusive Education (MCIE) and staff will work collaboratively with MCIE on developing a plan to increase inclusion at Gunston	Sept- June, ongoing	Administrators, Student Support Coordinator, Special Education Department Lead, General Education Teacher	Monthly meetings with MCIE to continue the process of implementing inclusion and focus on the baseline data
Support teams in classes with learners who have IEPs through in-class assistance and team collaborative planning	Sept- June, ongoing	Administrators, Student Support Coordinator, Special Education Department Lead, General Education Teacher	Through CLT and Grade level meetings, the School-Based Implementation Team will use a variety of data to identify staff strengths, beliefs and developmental needs related to educational practices.

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Case carrier training on the implementation of The Golden Thread to ensure that the IEP goals and services are reflective of the current levels of performance and the Least Restrictive Environment.	Sept- June, ongoing	Student Support Coordinator and Special Education Department Lead	Student Support Coordinator and Special Education Department Lead consistently share pertinent information , reminders, and learning around the importance of connecting data in the present levels, to the goals, and the services in an IEP.
A family event at Gunston Middle School for rising 6th grade families will discuss class options, what IEP services look like within the inclusion model, and the collaboration between the special education and general education teachers.	January	Administrators, Student Support Coordinator, Special Education Department Lead, General Education Teachers	Give the family an opportunity to provide feedback on the goals and process of the event. Maintain a log of communications between the school and the family to ensure ongoing dialogue. Provide parents with surveys or questionnaires post-meeting to gauge their understanding and satisfaction with the special education family event.

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan - Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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)
Inclusion/LRE Dashboard	Inclusion/LRE Dashboard	Inclusion/LRE Dashboard	Inclusion/LRE Dashboard