

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

Goal #1	Math - Achievement Gaps		
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 - Math SOL (81% overall pass rate) Black - Pass. 60% (opp. gap 21%) Hispanic - Pass 68% (opp. gap 13%) EL - Pass 67% (opp. gap 14%) SWD - Pass 35% (opp. gap 46%) Econ. Disadv - Pass 68% (opp. gap 13%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 60% to at least a 71%, reducing the gap from 21% to 15%</p> <p>Hispanic - Increase pass rate from 60% to at least a 77%, reducing the gap from 13% to 9%</p> <p>EL - Increase pass rate from 67% to at least a 76%, reducing the gap from 14% to 10%</p> <p>SWD - Increase pass rate from 35% to at least a 64%, reducing the gap from 46% to 22%</p> <p>Econ Disadv. - Increase pass rate from 68% to at least a 77%, reducing the gap from 13% to 9%</p>			
Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from the 60% to at least 64%, reducing the gap from 21% to 19%</p> <p>Hispanic - Increase pass rate from 60% to at least 71%, reducing the gap from 13% to 12%</p> <p>EL - Increase pass rate from 67% to at least 70%, reducing the gap from 14% to 13%</p> <p>SWD - Increase pass rate from 35% to at least 49%, reducing the gap from 46% to 34%</p> <p>Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 13% to 12%</p>		
Annual Performance Goal Year 2 (2025-26)	<p>By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 64% to at least a 68%, reducing the gap from 19% to 17%</p> <p>Hispanic - Increase pass rate from 71% to at least a 74%, reducing the gap from 12% to 11%</p> <p>EL - Increase pass rate from 70% to at least a 73%, reducing the gap from 13% to 11%</p> <p>SWD - Increase pass rate from 49% to at least a 58%, reducing the gap from 34% to 27%</p> <p>Econ Disadv. - Increase pass rate from 71% to at least a 74%, reducing the gap from 12% to 11%</p>		

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 68% to at least a 71%, reducing the gap from 17% to 15%</p> <p>Hispanic - Increase pass rate from 74% to at least a 77%, reducing the gap from 11% to 9%</p> <p>EL - Increase pass rate from 73% to at least a 76%, reducing the gap from 12% to 10%</p> <p>SWD - Increase pass rate from 58% to at least a 64%, reducing the gap from 27% to 22%</p> <p>Econ Disadv. - Increase pass rate from 74% to at least a 77%, reducing the gap from 11% to 9%</p>
---	---

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	<p>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.</p>
---	--

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

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers</p>	<p>Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, AVMR, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *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 ELs 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. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	<p>Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, AVMR, Do the Math, Add+vantage Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 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.		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: -Math coaches focus coaching cycles on the math workshop model -Math coaches provide PL on specific interventions during math CLT -Math coaches provide PL to classroom assistants on specific strategies for number sense and computation during designated professional learning time -Kindergarten and 1st grade receive AVMR intervention training -All math coaches will receive training in AVMR intervention		Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
-				
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 - Achievement Gaps
Strategic Plan Goal Area	Student Academic Growth & Success

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

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 - Reading SOL (81% overall pass rate) Black - Pass 67% (opp. gap 14%) Hispanic - Pass 63% (opp. gap 18%) EL - Pass 53% (opp. gap 28%) SWD - Pass 35% (opp. gap 46%) Econ. Disadv. - Pass 67% (opp. gap 14%)	Identify if goal is required based on state or federal requirements, or other guidelines	No
3 Year Performance Goal			
By June 2027, proficiency 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 76%, reducing the gap from 14% to 10% Hispanic - Increase pass rate from 63% to at least 73%, reducing the gap from 18% to 13% EL - Increase pass rate from 53% to at least 68%, reducing the gap from 28% to 18% SWD - Increase pass rate from 35% to at least 64%, reducing the gap from 46% to 22% Econ. Disadv. - Increase pass rate from 67% to at least 76%, reducing the gap from 14% to 10%			
Annual Performance Goal Year 1 (2024-25)	By June 2025, proficiency 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 70%, reducing the gap from 14% to 13% Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 18% to 16% EL - Increase pass rate from 53% to at least 61%, reducing the gap from 28% to 22% SWD - Increase pass rate from 35% to at least 49%, reducing the gap from 46% to 34% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 14% to 13%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, proficiency 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 73%, reducing the gap from 13% to 11% Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 16% to 15% EL - Increase pass rate from 61% to at least 65%, reducing the gap from 22% to 20% SWD - Increase pass rate from 49% to at least 58%, reducing the gap from 34% to 27% Econ. Disadv. - Increase pass rate from 70% to at least 73%, reducing the gap from 13% to 11%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	Black - Increase pass rate from 73% to at least 76%, reducing the gap from 12% to 10% Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 15% to 13% EL - Increase pass rate from 65% to at least 68%, reducing the gap from 20% to 18% SWD - Increase pass rate from 58% to at least 64%, reducing the gap from 27% to 22% Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 11% to 10%		
Strategic Plan Strategies			

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

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) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension	Sept-June, ongoing	Admin, All teacher, EL teachers, SPED teachers	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at student's level * Lexia English for EL 1 and EL 2 * Students identified for intervention in grades 3 through 5 will receive Phonics Lesson Library * Progress monitoring every 2-3 weeks and adjustment in time or group instructional strategies made as needed.	Sept-June, ongoing	Admin, All teachers, EL teachers, Reading Specialists, SPED teachers	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Progress monitoring every 2-3 weeks and adjustment in time or group instructional strategies made as needed. * Use of All-In Tutoring to provide additional intervention supports to students in small groups and after school.	Sept-June, ongoing	Admin, EL teachers, Reading Specialists, SPED teachers	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: -All EL teachers trained in PLL and participate in a coaching cycle with the reading coach -All SPED teachers trained in PLL and participate in coaching cycle with the reading coach -All teachers participate in mandatory literacy training provided by the state of Virginia -New teachers intentionally engaged in coaching cycles with reading coach related to effective small group intervention in reading -On-going coaching cycles/training for all staff on structured literacy strategies for tier 1 and tier 2	Sept-June, ongoing	Admin, EL teachers, Reading Specialists, SPED lead teacher	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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)

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

School level- VALLSS NWEA reading	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- VALLSS NWEA reading	School level- VALLSS Reading SOL
Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]		Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

Goal #3	School Climate		
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	On the 2024 YVM survey, 64% of students at Innovation responded favorably to questions about school climate. Breaking these responses into sub-groups. 57% of Black students responded favorably and 57% of Hispanic students responded favorably.	Identify if goal is required based on state or federal requirements, or other guidelines	No
3 Year Performance Goal			

By June 2027, the percentage of students responding positively to questions on a school-based survey related to school climate will be 80% or greater, with all student sub-groups responding within 2% points of this goal.

Annual Performance Goal Year 1 (2024-25)	By June 2025, the percentage of students responding positively to questions on a school-based survey related to school climate will be 70% or greater, with all student sub-groups responding within 6% points of this goal.
Annual Performance Goal Year 2 (2025-26)	By June 2026, the percentage of students responding positively to questions on a school-based survey related to school climate will be 75% or greater, with all student sub-groups responding within 4% points of this goal.
Annual Performance Goal Year 3 (2026-27)	By June 2027, the percentage of students responding positively to questions on a school-based survey related to school climate will be 80% or greater, with all student sub-groups responding within 2% points of this goal.

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

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

<p>Tier 1</p> <ul style="list-style-type: none"> * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Weekly SEL skill focus throughout the year (announcements, Morning Meeting focus, bulletin board) * SEL Lead will act as a liaison between Innovation and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey to all students grades 3-12 * School counselor will ensure all students in grades K-5 can identify a trusted adult at Innovation. 	<p>Sept-June, Ongoing</p>	<p>Admin, Counselors, All Staff</p>	<p>Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2</p> <ul style="list-style-type: none"> * Meet monthly in CLTs for KidTalk discussion to identify students of concern and assign interventions as necessary. * Student support team will identify students who require additional SEL support and provide small group/individual interventions (Unstuck and On Target, Everyday Speech, Bounce Back) * Weekly lunch bunches offered to grades 3, 4, and 5 to strengthen trusted relationships and connection to school 	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Monthly student support CLT will assess progress via progress monitoring document</p>
<p>Tier 3</p> <ul style="list-style-type: none"> * School-based mental and behavioral health team will meet twice a month to review students of concern and assign interventions for which data is collected to determine effectiveness. Team includes administrator, counselors, social workers, and school psychologist. 	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY for new staff 2) Student Service staff will participate in continued PL on the Tier 2 & 3 interventions (i.e. Everyday Speech, Bounce Back, Zones of Regulation, etc.) 	<p>1-2) August for initial training, Sept-June, Ongoing</p>	<p>Admin, School leadership team</p>	<p>Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>

Progress Monitoring

<p>Strategic Plan - Measures (To determine if goal was achieved)</p>	<p>LGI-SWB-1.2-YVM Student: School Climate</p>	<p>Strategic Plan - Key Performance Indicators</p>	<p>KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th</p>
	<p>Evidence of Progress toward Annual Goal (MP1)</p>		<p>Evidence of Progress toward Annual Goal (MP2)</p>

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

	School Survey (based on YVM Question)	SEL Survey	YVM Survey And School Survey (based on YVM Question)
--	---------------------------------------	------------	--

Goal #4	Professional Learning
----------------	------------------------------

Strategic Plan Goal Area	Student Centered Workforce
---------------------------------	----------------------------

Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice
--	---

Baseline Data	On the 2024 YVM survey, 53% of staff and 36% teachers responded “How much has the professional development you’ve received at your school improved your professional practice?”	Identify if goal is required based on state or federal requirements, or other guidelines	No
----------------------	---	---	----

3 Year Performance Goal

By June 2025, at least 75% of staff and 75% teachers will respond favorably that professional development they've received at their school improved their professional practice, as indicated on a school-based end of year survey.

Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 60% of staff and 50% of teachers will respond favorably that professional development they've received at their school improved their professional practice, as indicated on a school-based end of year survey.
---	--

Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 65% of staff and 65% of teachers will respond favorably that professional development they've received at their school improved their professional practice, as indicated on a school-based end of year survey.
---	--

Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 75% of staff and 75% teachers will respond favorably that professional development they've received at their school improved their professional practice, as indicated on a school-based end of year survey.
---	---

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.
---	---

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

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Needs Assessment) *Use results from EOY survey in 2024 to collaboratively plan PL for staff based on identified needs. *Provide a mid-year needs assessment to staff to gather data on on-going needs. *Provide staff with exit tickets after PL to assess how the PL will impact professional practice.	Sept - June ongoing	Admin, Instructional Coaches, ILT	Admin will work collaboratively with the school leadership team to assess data at monthly meetings.

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

Action 2 (Choice) *Provide choice in professional learning for staff to ensure that sessions are inclusive of all staff members and scales	Sept - June ongoing	Admin, Instructional Coaches	Admin will review exit tickets to ensure that choices are appropriate and relevant.

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)
LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice	Exit tickets	Staff survey (Jan 2024)	Exit tickets	Your Voice Matters Survey - 2026 and 2028
LGI-SCW-1.2-Frontline Professional Learning post-survey					

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	Based on data from the 2023-24 school year, 65% of students with disabilities spent at least 80% of their time in the general education setting.	Identify if goal is required based on state or federal requirements, or other guidelines	Yes - by APS		

3 Year Performance Goal

By June 2027, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting

Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 75% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting

Strategic Plan Strategies

Innovation Elementary School - School Action Plan - 2024-2025 to 2026-27

Principal: Claire Peters

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-3.6-Adhere to structured literacy practices to support foundational reading in all settings.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Collaboration): *Provide scheduled time for special education teachers to be able to work collaboratively with general education teachers at CLT meetings and in common planning time to ensure instruction is parallel in all settings *Collaboration between special education teachers and instructional coaches to identify gap areas and strengthen skills to support students with disabilities in closing academic gaps	Sept- June, ongoing	Administration	Attendance at CLTs, teacher feedback
Action 2 (Professional Learning): *Provide coaching opportunities for special education teachers to develop strategies for small group instruction within the general education classroom and strengthen academic interventions that allow students with disabilities to remain in general education classrooms for tier 1 and tier 2 instruction.	Sept- June, ongoing	Administration, instructional coaches	Coaching cycle feedback, walk throughs
Action 3 (Data Analysis): *Use SPED CLT time quarterly to assess students' least restrictive environment in relation to goal progress data. *Reconvene IEP teams to consider supports, accommodations, and LRE. Create annual plans for how to increase time in the general education setting.	Sept- June, ongoing	Administration, SSC, SPED teachers	Goal progress data

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)
Least Restrictive Environment (LRE) Data	LRE Data	LRE Data	LRE Data