

Gunston - School Action Plan - 2025-26 to 2027-28

Principal: Dr. Carolyn R. Jackson

Goal #1			
Math - 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.	
Baseline Data		Spring 2025 - SOL Black - Passing 56% Hispanic-Passing 61 % EL- Passing 27% SWD -Passing 33% Econ. Disadv -Passing 52%	Identify if goal is required based on state or federal requirements, or other guidelines
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 (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 56% to at least 63%, reducing the gap from 16% to 12% Hispanic - Increase pass rate from 61% to at least 65%, reducing the gap from 11% to 10% EL - Increase pass rate from 27% to at least 44%, reducing the gap from 45% to 31% SWD - Increase pass rate from 33% to at least 48%, reducing the gap from 39% to 27% Econ Disadv. - Increase pass rate from 52% to at least 60%, reducing the gap from 20% to 15%	
Annual Performance Goal Year 2 (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%	

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Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 72% to at least 76 %, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 71% to at least 74%, reducing the gap from 10 to 8% EL - Increase pass rate from 64% to at least 67%, reducing the gap from 20% to 15% SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 18% to 13% Econ Disadv. - Increase pass rate from 69% to at least 71%, 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 begin to meet regularly meet 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. * Content Lead Teachers will meet once a month to analysis student data, create schoolwide plans that support interventions and extensions activities aligned to scaffolding, co-teaching models and student discourse. * Site-based evaluators, content supervisors, content specialist and coaches will use Kick-Up as an observation tool.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Secondary Math Team	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. * With the assistance of the Math Coach, Math Special Education Teachers and English Language Resource teachers will develop a Math Intervention Plan for students who perform in the 1-10% percentile on the NMEA. Math teachers are responsible for monitoring and completing progress notes.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, and Secondary Math Team	

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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. * District resources tailored to individualized needs will be available to students enrolled in intervention opportunities.		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach and Math Interventionist, Secondary Math Team	
Professional Learning *Gr. 6-8 Math teachers will participate in training on NWEA MAP Growth in Math including data analytic tools *Gr. 6-8 Math teachers will participate in IXL, Zearn and Reflex training. *Grade 6-8 will have site-based training on Workshop Model, Customizing for Content, and Co-Teaching Models *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, and Secondary Math Team	Principal & AP will monitor implementation of PL by check-ins with leads and walkthroughs
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"	

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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.		
Baseline Data	Spring 2025 - SOL Black - Passing 68% Hispanic - Passing 67% EL - Passing 27% SWD - Passing 39% Econ. Disadv - Passing 60%	Identify if goal is required based on state or federal requirements, or other guidelines	
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 (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 68% to at least 71%, reducing the gap from 10% to 9% Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 11% to 10% EL - Increase pass rate from 27% to at least 44%, reducing the gap from 51% to 36% SWD - Increase pass rate from 39% to at least 51%, reducing the gap from 39% to 29% Econ Disadv. - Increase pass rate from 60% to at least 64%, reducing the gap from 18% to 16%		
Annual Performance Goal Year 2 (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%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity 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 a 76%, reducing the gap from 10% to 9% Hispanic - Increase pass rate from 71% to at least a 74%, reducing the gap from 12% to 11% EL - Increase pass rate from 61% to at least a 64%, reducing the gap from 27% to 21% SWD - Increase pass rate from 65% to at least a 68%, reducing the gap from 19% to 17% Econ. Disadv. - Increase pass rate from 68% to at least a 71%, 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.		
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.		
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. *Site-based evaluators, content supervisors, content specialist and coaches will use personalized Kick-Up walk through form to support instruction and delivery.	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
Tier 2 *Core phonics in Reading Strategies Class *Lexia powerup / (Lexia English for EL 1 & 2) *Fluency practice- repeated readings-WCPM 150 goal. *ELA Teachers, Special Education, Reading Teacher and English Learner Teachers will be trained on VALLAS and create Reading Intervention Plans for all students that failed the 2024-25 Reading SOL. Teachers will monitor reading progress and update the reading plans in Synergy. VALLSS assessments will be administered in both fall and winter; Structured Literacy instruction (If families choose to opt out, the school is still responsible for providing an alternative remediation period); Individualized Reading Plans, developed by the student's Reading, EL Resource, or Special Education teacher. (For students who opt out of Structured Literacy, the MSRT will be responsible for developing the reading plan.)	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	

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Tier 3 *Teach students routine they can use to decode multisyllabic words *Immersive Reader, education tech access for read aloud/translations. *VALLSS assessments will be administered in both fall and winter; *Structured Literacy instruction (If families choose to opt out, the school is still responsible for providing an alternative remediation period); *Individualized Reading Plans, developed by the student's Reading, EL Resource, or Special Education teacher. (For students who opt out of Structured Literacy, the MSRT will be responsible for developing the reading plan.)		Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	attending CLTs.
Professional Learning 1) Teacher training on EdTech Resources (ie - Lexia English, Reading Coach, Immersive Reader) 2) PD on Virginia Literacy Act (VLA) and VALLAS 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) *VALLSS assessments will be administered in both fall and winter; *Structured Literacy instruction (If families choose to opt out, the school is still responsible for providing an alternative remediation period); *Individualized Reading Plans, developed by the student's Reading, EL Resource, or Special Education teacher. (For students who opt out of Structured Literacy, the MSRT will be responsible for developing the reading plan.)	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). *VALLSS assessments will be administered in both fall and winter; *Structured Literacy instruction (If families choose to opt out, the school is still responsible for providing an alternative remediation period); *Individualized Reading Plans, developed by the student's Reading, EL Resource, or Special Education teacher. (For students who opt out of Structured Literacy, the MSRT will be responsible for developing the reading plan.)	School Level *NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY) CLT/Teacher *End of Unit Assessments [Mastery Connect] *Writing performance task embedded in curriculum
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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	Spring 2025 YVM - 76% 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 82% Your Voice Matters Survey category: Social, Emotional, and Mental Health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, increase favorable responses to 78% Your Voice Matters Survey category: Social, Emotional, and Mental Health		
Annual Performance Goal Year 2 (2026-27)	By 2027, increase favorable responses to 80% Your Voice Matters Survey category: Social, Emotional, and Mental Health		
Annual Performance Goal Year 3 (2027-28)	By 2028, increase favorable responses to 82% Your Voice Matters Survey category: Social, Emotional, and Mental Health		
Strategic Plan Strategies			

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	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		
Strategic Plan Strategies- PRIMARY			
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		
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. *New Core Plus class added to the 6th Grade Exploratory Wheel. The 6 week course is designed to support SEL, time management, organization skill, test taking strategies, stress management and self-efficacy skills. * 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. * Incorporate two SEL Wellness Days for Grades 6-8 where student are given opportunities to explore their talents, giftes abd interest. Each student in Grades 6-8 will complete quarterly reflection assignment based on 12 SEL skills for academics during Teacher Advisory.	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 * DHS Behavioral Specialist and Contract Clinician will have a targeted group of students to support with mental health challenges.	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 2025-26. * Additional on-site professional learning aligned to Hate Speech, Implicit Bias and VDOE Standard 6/Culturally Responsive Teaching and Equitable Practices.	Sept-June, Ongoing	Admin, School leadership team	
Progress Monitoring			

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Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan - Key Performance Indicators	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
	LGI-SWB-1.4-SEL Survey: Self-Management		KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
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 Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	English Learner Progress		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	2025 (Preliminary) - 52.7% of English Learners demonstrated proficiency gains required to demonstrate progress on ACCESS 2.0	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, at least 61% of English Learners will demonstrate proficiency gains required to demonstrate progress on ACCESS 2.0			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, at least 55% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment		
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 58% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment		

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Annual Performance Goal Year 3 (2027-28)	By 2028, at least 61% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.		
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.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Instructional Practices: * Embed scaffolding strategies (sentence frames, visuals, anchor charts, word banks) across all content areas. * Increase structured opportunities for academic discourse (e.g., think-pair-share, peer modeling, small group discussions). * Use explicit language objectives alongside content objectives in daily lessons	Sept-June	Site-based Administrators, Content Lead Supervisors, Content Specialist, EL Lead, EL Teachers, ITC	Principal, APs, DOC, Coaches and Teacher will support with Office of Instruction - will monitor by conducting walkthroughs and observations and attending CLTs.
Assessment & Data Use * Implement common formative assessments to monitor EL progress quarterly. * Use ACCESS 2.0 domain data (listening, speaking, reading, writing) to target interventions by skill area. * Incorporate EL progress monitoring into CLT meetings for regular review and instructional planning.	Sept-June	Site-based Administrators, Content Lead Supervisors, Content Specialist, EL Lead, EL Teachers, ITC and Testing Coordinator	
Targeted Support * Provide small-group or co-teaching support in reading and writing courses. * Ensure accommodations are consistently implemented (extended time, bilingual dictionaries, read-aloud where allowed).	Sept-June	Site-based Administrators, Content Lead Supervisors, Content Specialist, EL Lead, EL Teachers, ITC	

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Family & Community Engagement * Strengthen communication with multilingual families (translated newsletters, EL Family Academy, Reading and Math Intervention Plan progress updates). * Provide professional development opportunities aligned to Teacher/Home Visits.		Sept-June	Site-based Administrators, Content Lead Supervisors, Content Specialist, EL Lead, EL Teachers, ITC, PTA, Padres Latinos and FACE Action Team	
Progress Monitoring				
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicators	KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth	
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)	
MAP Growth (English Learners) and VALLAS	WIDA Language Charts	MAP Growth (English Learners) and VALLAS. WIDA ACCESS	WIDA Language Charts	

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	In June 2025, Students with Disabilities spent 78% or more of the school day in a general eduation setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, at least 84% 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 (2025-26)	By June 2026, at least 80% of students with disabilities will spend at least 80% of the school day in a general education setting			
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 82% of students with disabilities will spend at least 80% of the school day in a general education setting			
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 84% 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 continue to 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 increae 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 collabortive 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 uses 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. * Host Special Education Open House before Back to School Night.	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