

Innovation Elementary School - School Action Plan - 2025-2026 to 2027-28

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 2025 - Math SOL (81% overall pass rate)* Black - Pass. 70% (opp. gap 11%) Hispanic - Pass 62% (opp. gap 19%) EL - Pass 67% (opp. gap 14%) SWD - Pass 38% (opp. gap 43%) Econ. Disadv - Pass 67% (opp. gap 14%) Based on APS data, not VDOE data	Identify if goal is required based on state or federal requirements, or other guidelines	Yes
3 Year Performance Goal			
By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 70% to at least a 78%, reducing the gap from 11% to 8% Hispanic - Increase pass rate from 62% to at least a 72%, reducing the gap from 19% to 14% EL - Increase pass rate from 67% to at least a 76%, reducing the gap from 14% to 10% SWD - Increase pass rate from 38% to at least a 65%, reducing the gap from 43% to 21% Econ Disadv. - Increase pass rate from 67% to at least a 73%, reducing the gap from 14% to 11%			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Math 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 11% to 10% Hispanic - Increase pass rate from 62% to at least a 66%, reducing the gap from 19% to 17% EL - Increase pass rate from 67% to at least a 70%, reducing the gap from 14% to 13% SWD - Increase pass rate from 38% to at least a 51%, reducing the gap from 43% to 32% Econ Disadv. - Increase pass rate from 67% to at least a 70%, reducing the gap from 14% to 13%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Math 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 66% to at least a 69%, reducing the gap from 17% to 15% EL - Increase pass rate from 70% to at least a 73%, reducing the gap from 13% to 11% SWD - Increase pass rate from 51% to at least a 59%, reducing the gap from 32% to 25% Econ Disadv. - Increase pass rate from 70% to at least a 73%, reducing the gap from 13% to 11%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least a 78%, reducing the gap from 9% to 8% Hispanic - Increase pass rate from 69% to at least a 72%, reducing the gap from 16% to 14% EL - Increase pass rate from 73% to at least a 76%, reducing the gap from 11% to 10% SWD - Increase pass rate from 59% to at least a 65%, reducing the gap from 25% to 21% Econ Disadv. - Increase pass rate from 73% to at least a 75%, 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) -			
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 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. *Co-teaching model used for the SPED co-taught class with built in co-planning time (New)	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, AVMR, 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. *Implementation of a progress monitoring document for each teacher to keep data on small groups (NEW) *Data discussion on small group progress at math CLT every other third week (NEW)	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.

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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 intentional small group activities (adjusted from math workshop model) -Math coaches provide PL on specific interventions during math CLT -Math coaches provide PL to classroom assistants (kinder) on specific strategies for number sense and computation during designated professional learning time -Kindergarten and 1st grade receive AVMR intervention training (completed 2024-25, need to add new teachers) -All math coaches will receive training in AVMR intervention (completed 2024-25)		Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
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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 & small groups	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions & small groups	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 & small groups	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 & small groups	

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Goal #2	Reading - 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 2025 - Reading SOL (76% overall pass rate)* Black - Pass 67% (opp. gap 9%) Hispanic - Pass 66% (opp. gap 10%) EL - Pass 43% (opp. gap 33%) SWD - Pass 28% (opp. gap 48%) Econ. Disadv - Pass 59% (opp. gap 17%)	Identify if goal is required based on state or federal requirements, or other guidelines	Yes
3 Year Performance Goal			
By June 2028, 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 9% to 7% Hispanic - Increase pass rate from 66% to at least 75%, reducing the gap from 10% to 7% EL - Increase pass rate from 43% to at least 65%, reducing the gap from 33% to 17% SWD - Increase pass rate from 28% to at least 62%, reducing the gap from 48% to 20% Econ. Disadv. - Increase pass rate from 59% to at least 72%, reducing the gap from 17% to 11%			
Annual Performance Goal Year 1 (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 67% to at least 70%, reducing the gap from 9% to 8% Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 10% to 9% EL - Increase pass rate from 43% to at least 54%, reducing the gap from 33% to 24% SWD - Increase pass rate from 28% to at least 45%, reducing the gap from 48% to 34% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 17% to 13%		
Annual Performance Goal Year 2 (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 70% to at least 73%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 9% to 8% EL - Increase pass rate from 54% to at least 62%, reducing the gap from 24% to 19% SWD - Increase pass rate from 45% to at least 55%, reducing the gap from 34% to 26% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 13% to 12%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, 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 7% to 6% Hispanic - Increase pass rate from 72% to at least 75%, reducing the gap from 8% to 7% EL - Increase pass rate from 62% to at least 65%, reducing the gap from 19% to 17% SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 26% to 20% Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 12% to 11%		
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) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Add additional UFLI resource implementation at grade K-1 (NEW) * Implement consistent phonics instruction at grades 4-5 (95% Phonics) (NEW) * Implement CKLA in K-5 for language comprehension *Co-teaching model used for the SPED & EL co-taught classes with built in co-planning time (New)	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. * Implementation of a schoolwide progress monitoring system for small group instruction (NEW) * Analyze progress monitoring data for small groups every third week at ELA CLT (NEW)	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 new 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.

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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)
School level-VALLSS NWEA reading Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups	School level-VALLSS NWEA reading Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups	School level-VALLSS Reading SOL Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -Progress Monitoring Data from Interventions & small groups

Goal #3			
Science - Achievement			
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 Science SOL Results Overall pass rate - 65%	Identify if goal is required based on state or federal requirements, or other guidelines Yes
3 Year Performance Goal			

By June 2028, the pass rate on the 5th grade Science SOL will increase to 81%.

Annual Performance Goal Year 1 (2025-26)	By June 2026, the pass rate on the 5th grade Science SOL will increase to 69%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, the pass rate on the 5th grade Science SOL will increase to 72%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, the pass rate on the 5th grade Science SOL will increase to 81%.

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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) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement a CLT3 in 5th grade specifically for planning and data analysis of science instruction/learning every other week * Utilize Mastery Connect as an assessment and progress monitoring tool * Utilize on-going spiral assessments to ensure mastery of both 4th and 5th grade content standards. * Follow the 5 Es model of lesson construction to ensure that students are having opportunities to engage with and explore content using high level thinking skills * Create a visual word wall to display in each 5th grade classroom to support vocabulary development * Imbed 4th grade science standard review throughout the year * Utilize hands on and experiential learning in every science unit * Co-create number sense routines with AAC utilizing science .1 standards for use in math in 4th and 5th grade	Sept- June, ongoing	Administration, classroom teachers, SPED teachers, EL teachers, AAC	Walkthrough and observation data. Pacing calendar.
Tier 2 * Provide targeted EL support during 5th grade science instruction block * Collaborate with the science office to create and utilize modified resources to meet individualized student need * Provide targeted SPED support during 5th grade science instruction block	Sept- June, ongoing	Administration, classroom teachers, SPED teachers, EL teachers	
Tier 3 *Analyze Unit assessment data to determine need for reteach groups on 5th grade science topics, reassess after reteach group	Sept- June, ongoing	Administration, classroom teachers, SPED teachers, EL teachers	
Professional Learning 1) Administration will attend science instruction session at Administrative Conference 2) Staff, who have not already, will attend STEM scopes training 3) Countywide science specialist to support instructional planning during science CLT, as needed	August;	Administration, classroom teachers, SPED teachers, EL teachers	

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SAGS-1.4-Science SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science SOL

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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)
Mastery Connect Assessments Progress Monitoring data	Mastery Connect Assessments Progress Monitoring data	Mastery Connect Assessments Progress Monitoring data	Science SOL

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 2025 YVM survey, 77% of teachers responded favorably to the question “I have the resources I need to offer personalized learning to best support all students.”	Identify if goal is required based on state or federal requirements, or other guidelines	No	
3 Year Performance Goal				
By June 2028, at least 84% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.				
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 80% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.			
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 82% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.			
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 84% teachers will respond favorably that they have the resources they need to offer personalized learning to best support all students.			
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	

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Action 1 (Co-teaching and Engaging Academics) *Provide targeted professional learning on co-teaching and specially designed instruction in both whole group staff meetings and smaller targeted settings (ex: SPED CLT) *Instructional rounds completed by all staff to look at engaging academics at Innovation and develop an instructional vision *Time in SPED and EL CLTs to learn more about co-teaching models and discuss application in classrooms	Sept - June ongoing	Admin, SST, EL lead	Admin will work collaboratively with the school leadership team and the Office of Special Education to plan and design learning related to co-teaching and collect feedback from teachers to assess understanding and ability to apply different models.
Action 2 (Collaborative Learning Teams) *Ensure that co-teachers are able to attend and contribute to grade level CLT meetings	Sept - June ongoing	Admin	Admin will monitor attendance and participation at CLT meetings.
Action 3 (Targeted Support) * Working with individual teachers on their specific areas of growth related to content knowledge, specially designed instruction, and progress monitoring	Sept - June ongoing	Admin	Notes and feedback from meetings

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan - Key Performance Indicators	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
	LGI-SCW-1.2-Frontline Professional Learning post-survey		
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)
Exit tickets	Staff survey (Jan 2024)	Exit tickets	Your Voice Matters Survey - 2026 and 2028

Goal #5	Student Well-Being - School Safety		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-5-By 2030, at least 90% of APS students will report feeling safe at school		
Baseline Data	Spring 2025 (YVM) 69% of students responded favorably to the category: Student Well-Being: School Safety -83% of students reported feeling safe at school	Identify if goal is required based on state or federal requirements, or other guidelines	

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3 Year Performance Goal

By June 2028, at least 80% of students of students will respond favorably to the YVM category: Student Well-Being: School Safety

Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 73% of students will respond favorably to the YVM category: Student Well-Being: School Safety
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 76% of students will respond favorably to the YVM category: Student Well-Being: School Safety
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 80% of students will respond favorably to the YVM category: Student Well-Being: School Safety

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

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Schedule school counselor to provide classroom lessons on a monthly basis with a focus on peer relationships and anti-bullying in grades 3-5. * Incorporate skills related to peer relationships and problem-solving strategies in SEL Skill of the Week scope and sequence * Creation and sharing of school wide definition of bullying and responses to bullying	Sept - June ongoing	School counselors, administration, classroom teachers	Exit tickets from lessons
Tier 2: * Lunch bunch groups for students identified as needing additional support with peer relationships * Discuss progress monitoring data for lunch bunch groups at weekly Student Support CLT	Sept - June ongoing	School counselors, administration, classroom teachers	Progress monitoring data
Tier 3: * Regular discussions at Student Support CLT related to specific incidents * Identification of students for additional services outside of school	Sept - June ongoing	Administration, student support team	Risk assessment data; social worker notes; discipline data

Progress Monitoring

Strategic Plan - Measures (To determine if goal was achieved)	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan - Key Performance Indicators	KPI-SWB-5.2-% of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th & 6-12th

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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)
Classroom lesson exit tickets	School-based survey	Classroom lesson exit tickets	YVM Survey