

MPSA - School Action Plan - 2025-26 to 2027-28
Principal: Cathy Genove

Goal #1	Math - Proficiency Gaps - 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 - MATH SOL (overall - 83%)	Identify if goal is required based on state or federal requirements, or other guidelines	
	Asian 92% (no gap) Black 71% (13%) Hispanic 79% (4%) EL 76% (8%) SWD. 62% (21 %) Econ. Disadv 72% (12 %)		
3 Year Performance Goal			
MATH SOL			
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 77% to at least 79%, reducing the gap from 9% to 9%			
Hispanic - Increase pass rate from 83% to at least 85%, reducing the gap from 3% to 3%			
EL - Increase pass rate from 81% to at least a 83%, reducing the gap from 5% to 5%			
SWD - Increase pass rate from 69% to at least a 72%, reducing the gap from 17% to 15%			
Econ Disadv. - Increase pass rate from 77% to at least 80%, reducing the gap from 9% to 8%			
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 71% to at least 74%, reducing the gap from 12% to 11% Hispanic - Increase the pass rate from 79% to at least 81%, reducing the gap from 4% to 4% EL - Increase pass rate from 76% to at least 78%, reducing the gap from 7% to 6% SWD - Increase pass rate from 62% to at least 65%, reducing the gap from 21% to 19% Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 11% to 10%		
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 74% to at least 77%, reducing the gap from 11% to 10% Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 4% to 3% EL - Increase pass rate from 78% to at least a 81%, reducing the gap from 7% to 6% SWD - Increase pass rate from 66% to at least a 69%, reducing the gap from 19% to 17% Econ Disadv. - Increase pass rate from 75% to at least a 77%, reducing the gap from 10% to 9%		
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 77% to at least 79%, reducing the gap from 9% to 9% Hispanic - Increase pass rate from 83% to at least 85%, reducing the gap from 3% to 3% EL - Increase pass rate from 81% to at least a 83%, reducing the gap from 5% to 5% SWD - Increase pass rate from 69% to at least a 72%, reducing the gap from 17% to 15% Econ Disadv. - Increase pass rate from 77% to at least 80%, reducing the gap from 9% to 8%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.5-Increase opportunities for students to engage in learning activities that are not completed on devices with a focus on balancing authentic use of technology with hands-on activities - all focused on engaging students in authentic tasks with real-world connections.		

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 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources (Montessori math materials and curriculum aligned with APS standards and APS resources, IXL). * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. *Teacher's will provide small group lessons. *At CLT meetings, teams will be given time to review students' individualized MAP reports to hone instruction on strength and areas of growth with a focus on quadrant 4. *During CLT meetings teachers will be given training on how to use extensions for advanced learners.	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, Montessori, Math in Practice, Bridges, IXL (assigned lessons only). *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. *EL will provide math instruction.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach		
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. (Montessori, Bridges, AVMR Math Recovery®(by trained Math Recovery teacher, Kathy Richardson) * 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach		
Professional Learning: -Teachers will navigate the class reports and student report issued in NWEA-MAP for BOY, MOY, EOY. - Data will be used to identify students who need remediation and extensions. -Unpacking standards during CLT, and aligning Montessori lessons with newly adopted Virginia Standards of Learning.	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles	
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Performance Objectives	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] -APS assessments -Progress Monitoring Data from Interventions -NWEA- MAP FALL	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -APS assessments -Progress Monitoring Data from Interventions (ATSS Cycles) -NWEA-MAP WINTER	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -APS assessments -Progress Monitoring Data from Interventions	School level- VA SOL pass rates NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -APS assessments -Progress Monitoring Data from Interventions"	

Goal #2	Reading - Proficiency Gaps - SOL			
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	Spring 2025 - READING SOL (90%) Black - 74% (16%) Hispanic - 84% (6%) EL - 66% (24%) SWD - 84% (6%) Econ. Disadv. - 75% (15%)	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
Reading SOL				
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 79% to at least 81%, reducing the gap from 13% to 12% EL - Increase pass rate from 72% to at least 75%, reducing the gap from 20% to 17% SWD - Increase pass rate from 87% to at least 88%, reducing the gap from 5% to 4% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 12% to 11%				
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 74% to at least 77%, reducing the gap from 16% to 14% Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 6% to 5% EL - Increase pass rate from 66% to at least 69%, reducing the gap from 24% to 22% SWD - Increase pass rate from 84% to at least 86%, reducing the gap from 6% to 5% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 15% to 14%			
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 77% to at least 79%, reducing the gap from 14% to 13% EL - Increase pass rate from 69% to at least 72%, reducing the gap from 22% to 19% SWD - Increase pass rate from 86% to at least 87%, reducing the gap from 5% to 5% Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 13% to 12%			
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 79% to at least 81%, reducing the gap from 13% to 12% EL - Increase pass rate from 72% to at least 75%, reducing the gap from 20% to 17% SWD - Increase pass rate from 87% to at least 88%, reducing the gap from 5% to 4% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 12% to 11%			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	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.			
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: * Continue to implement ELA curriculum using WASECA Montessori phonics implementation in all Primary and LEM classrooms and APS curriculum resources as appropriate *Provide opportunities for EL and SpEd teachers to collaborate with Literacy Specialist or grade-level CLT. *Use of decodable texts such as: Primary Phonics, Flyleaf and Readworks *LEXIA usage for all students 2-4 and Power Up for grade 5 *Teachers will be provided with further training in Montessori word study during CLT * Teachers will be provided with training in Montessori and District-provided extensions for advanced learners during CLT *Teachers will be given time and training to understand the results of VALLSS testing and use the results to inform their teaching Tier 2: * Additional targeted small group 2.5 hours weekly based on using research based programs/strategies, progress monitored and documented. (Including Phonics intervention with reading specialists based on data from VALLSS, MTSS and prior year SOL). *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas from NWEA ELA MAP, subsequent appropriate diagnostic assessments, to address students still scoring below benchmark. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives/CORE 95 phonics, anchor charts for key vocabulary, frontloading vocabulary, etc.) to aid comprehension. *LEXIA and Power Up recommended usage for structured literacy at student's level for all Tier 1 students/those not on a VLA Reading Plan. All identified other students will receive LEXIA , Power Up weekly. Kindergarten students will use UFLI for intervention. *Practice in decodable text, comprehension strategies and fluency for grades 3-5 as appropriate using reading room materials, ReadWorks, and APS provided novels for novel study and SORA. Tier 3: * Intensive one-on-one or very small groups meeting 2.5 hours weekly using research based programs/strategies, progress monitored and documented (e.g., ReadLive, Core95, UFLI, Sonday System). * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions. * Structured literacy lessons in addition to core ELA block. * Multisensory decoding/encoding lessons; repeated opportunities for practice in all five pillars of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension). * Those students in grades 1-3 that are identified as high risk will use LEXIA Core 5 intervention lessons. Students in grades 4-5 that are identified as high risk will use targeted lessons in Lexia, Core 5 for 4th grade and Power Up for 5th grade. Additionally, 4th and 5th grade will utilize the Sonday System for intervention lessons. Kindergarten students identified as high risk will utilize UFLI for intervention lessons. Professional Learning *Virginia Literacy Partnership professional development (Year long/grades K-5) VLA Training for new teachers VALLSS for grades 4-5 *NWEA MAP ELA training/report generation/instructional connections *ReadWorks set up/organization, monitoring data via Master Spreadsheet to determine trends across the school, grade levels, classes and students *Teachers will be given time and training to understand the results of VALLSS testing and use the results to inform their teaching * Teachers will be provided with training in Montessori and District-provided extensions for advanced learners during CLT	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs with support from MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Data will be presented weekly using the Master Data umbrella, NWEA ELA MAP gap students.
	Sept-June, ongoing	Admin, All Teachers, Reading Specialists	
	Sept-June, ongoing	Admin, All Teachers, Reading Specialists	
	Sept-June, ongoing	Admin, All Teachers, Reading Specialists	

Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Performance Objectives	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 NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA Core 5 and Power Up usage and units completed.	School level- NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA Core 5 and Power Up usage and units completed.	School level- NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA Core 5 and Power Up usage and units completed.	School level- NWEA ELA VALLSS Progress Monitoring VA Reading SOL pass rate Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA Core 5 and Power Up usage and units completed.
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Goal #3	Student Well-Being		
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	On the 2025 YVM Survey: Student well-being: School Safety- overall 66% -% students reported feeling safe at school = 80%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

On the 2028, YVM Survey, at least 76% of MPSA students will respond favorably on the survey category School Safety AND at least 86% will reporting feeling safe at school.

Annual Performance Goals				
Annual Performance Goal Year 1 (2025-26)	On the 2026, YVM Survey, at least 70% of MPSA students will respond favorably on the survey category School Safety AND at least 82% will reporting feeling safe at school.			
Annual Performance Goal Year 2 (2026-27)	On the 2027, YVM Survey, at least 73% of MPSA students will respond favorably on the survey category School Safety AND at least 84% will reporting feeling safe at school.			
Annual Performance Goal Year 3 (2027-28)	On the 2028, YVM Survey, at least 76% of MPSA students will respond favorably on the survey category School Safety AND at least 86% will reporting feeling safe at school.			
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	

Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liaison between your school and central office * Facilitate ongoing Adult SEL for staff; implement 2-3 signature practices at all staff meetings and CLTs * Administer SEL and YVM survey in the spring to all students grades 4-5 * Expand school wide SEL library program * Expand opportunities for family events and teacher lead time focusing on SEL literature * Enroll staff in APS SEL Canvas Cores focusing on ALL APS SEL resources * School-wide focus on implementation of HOM through lessons, student leadership opportunities	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. *Staff self-reporting through surveys
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Target supporting children by providing after school supports related to participation in Leadership opportunities.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.) 3) Enroll staff in SEL Canvas Course 4) AAC and Counselor will offer lessons bank and lesson modeling in classrooms on HOM. 5) Leadership Staff will provide OOS training in HOM	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Performance Objectives	KPI-SWB-1.4-% of students responding favorably to YVM school climate question, "Overall, how much do you feel like you belong at your school?": 4th-5th & 6-12th"
	LGI-SWB-1.4-SEL Survey: Self-Management		KPI-SWB-1.5-% students responding favorably to SEL survey category Self-Management
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)
Use SEL Survey and YVM Survey to establish baseline	1) Bright spot memos related to school wide programs and successful work in classrooms will also be shared with staff 2) General reports related to work done with individual students (report numbers only and general info only)	1) Teacher survey compiled by SEL lead 2) Bright spot memos related to school wide programs and successful work in classrooms will also be shared with staff 3) General reports related to work done with individual students (report numbers only and general info only)	SEL Survey and YVM Survey 1) Bright spot memos related to school wide programs and successful work in classrooms will also be shared with staff 2) General reports related to work done with individual students (report numbers only and general info only)

Goal #4	Student Academic Growth in Math		
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	MAP Growth - MAP - 2024-25 -41% of MPSA students met their projected growth on the NWEA MAP Growth in Math. Grade 1 - Math (Overall 41%) Grade 2 - Math (Overall 26%) Grade 3 - Math (Overall 40%) Grade 4 - Math (Overall 42%) Grade 5 - Math (Overall 40%)	Identify if goal is required based on state or federal requirements, or other guidelines	
By June 2028, the % of students who meet their projected growth on the NWEA MAP Growth in Math will increase from 41% to at least 52%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, the % of students who meet their projected growth on the NWEA MAP Growth in Math will increase from 41% to at least 46%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, the % of students who meet their projected growth on the NWEA MAP Growth in Math will increase from 46% to at least 50%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, the % of students who meet their projected growth on the NWEA MAP Growth in Math will increase from 50% to at least 52%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: At CLT meetings, teams will be given time to review students' individualized MAP reports to hone instruction on strength and areas of growth with a focus on quadrant 4. During CLT meetings teachers will be given training on how to use extensions for advanced learners.	Sept- June, ongoing	Admin, All Staff	Principal will participate in CLT meetings and monitor implementation and receive updates from coaches
Tier 2: Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Montessori lessons, Bridges, and/or Do The Math, IXL (as appropriate and as needed)	Sept- June, ongoing	Admin, Leadership Team	Principal & AP will participate in walkthroughs and observations
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, Do the Math, Math Recovery® by trained Math Recovery teacher, Kathy Richardson, Montessori lessons)	Sept- June, ongoing	Admin, All Staff	Principal & AP will participate in walkthroughs and observations
Professional Learning: -Teachers will navigate the class reports and student report issued in NWEA-MAP for BOY, MOY, EOY. - Data will be used to identify students who need remediation and extensions. -Unpacking standards during CLT, and aligning Montessori lessons with newly adopted Virginia Standards of Learning.	Sept- June, ongoing	Admin, All Staff	Principal and leadership team will review data and facilitate professional learning.
Progress Monitoring			

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-2.1-Universal Math Screener	Strategic Plan Performance Objectives	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		MAP Growth	MAP Growth

Goal #5	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	2024-25 - Spring 2025 -60% of English Learners demonstrated expected progress toward English Language proficiency on the WIDAACCESS assessment	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
"By 2028, at least 72% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDAACCESS assessment"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, at least 64% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDAACCESS assessment		
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 68% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDAACCESS assessment		
Annual Performance Goal Year 3 (2027-28)	By 2028, at least 72% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDAACCESS assessment		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

- Implement selected new EL resources related to speaking and writing - Give support to new EL teachers through central office support systems - Administer WIDA ACCESS with special care and attention to preparation for younger students K-2 - Expand school wide access to EL resources through weekly CLT meetings - Collaborate with ITC, librarian, and classroom teachers to support project based research that hones in on academic language for English language learners and supports speaking and writing development.		Sept-June, Ongoing	Admin, All Staff	Summary of Plans for Progress Monitoring - Unpack selected new EL resources in CLT's and check in related to implementation progress - Monthly check-in meetings with new EL teachers - Begin monthly preparation for WIDA Access for younger students starting in November biweekly through January (total duration of 6 sessions over a three month period) - Provide push in school day support for implementation of newly selected EL resources, when necessary - Monthly meetings with collaborators for project based Montessori research focusing on academic language for English language learners along with speaking and writing development.
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan Performance Objectives		
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)	
	Evaluation of language using WIDA Language Charts	WIDA ACCESS	Evaluation of language using WIDA Language Charts	