

Dorothy Hamm - School Action Plan - 2023-24 to 2025-26
Principal: Ellen Smith

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL Black - Pass 50% (opp. gap 32%) Hispanic - Pass 58% (opp. gap 24%) EL - Pass 40% (opp. gap 42%) SWD - Pass 48% (opp. gap 34%) Econ. Disadv - Pass 55% (opp. gap 27%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
MATH SOL By 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 50% to at least a 69%, reducing the gap 2% Hispanic - Increase pass rate from 58% to at least a 71%, reducing the gap 1% EL - Increase pass rate from 40% to at least a 65%, reducing the gap 5% SWD - Increase pass rate from 48% to at least a 66%, reducing the gap 2% Econ Disadv. - Increase pass rate from 55% to at least a 69%, reducing the gap 2%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 50% to at least 59%, reducing the gap 7% Hispanic - Increase pass rate from 58% to at least 65%, reducing the gap 5% EL - Increase pass rate from 40% to at least 49%, reducing the gap 10% SWD - Increase pass rate from 48% to at least 54%, reducing the gap 8% Econ. Disadv. - Increase pass rate from 55% to at least 61%, reducing the gap 6%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 59% to at least 65%, reducing the gap 5% Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap 2% EL - Increase pass rate from 49% to at least 58%, reducing the gap 7% SWD - Increase pass rate from 54% to at least 62%, reducing the gap 6% Econ. Disadv. - Increase pass rate from 61% to at least 65%, reducing the gap 2%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity 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 65% to at least a 69%, reducing the gap 2% Hispanic - Increase pass rate from 68% to at least a 71%, reducing the gap 1% EL - Increase pass rate from 58% to at least a 65%, reducing the gap 5% SWD - Increase pass rate from 62% to at least a 66%, reducing the gap 2% Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap 2%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SS-4-Address unconscious racial bias by implementing implicit bias training throughout APS.		
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 begin to use math workshop structures within each unit. * Every student will be required to meet regularly with the teacher in targeted small group. * Targeted groups are differentiated to meet each student's needs. Provide just-in-time support to help students access grade level curriculum. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> * Collaborative planning including EL and SpEd teachers to target identified needs. * Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Tier 3</p> <ul style="list-style-type: none"> * 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 very straight-forward, 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. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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Professional Learning: -Math Workshop Training and Support -Engagement strategies (Kagan, Accountable talk, Responsive Classroom)		Sept - June, ongoing	Administrators, Math Coach	
Progress Monitoring				
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	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 -VGA -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 -VGA -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 - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL Black - Pass 71% (opp. gap 17%) Hispanic - Pass 66% (opp. gap 22%) EL - Pass 19% (opp. gap 69%) SWD - Pass 59% (opp. gap 29%) Econ. Disadv - Pass 65% (opp. gap 23%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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READING SOL

By 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 71% to at least 80%, reducing the gap to 11%
- Hispanic - Increase pass rate from 66% to at least 80%, reducing the gap to 15%
- EL - Increase pass rate from 19% to at least 59%, reducing the gap to 31%
- SWD - Increase pass rate from 59% to at least 74%, reducing the gap to 18%
- Econ. Disadv. - Increase pass rate from 65% to at least 74%, reducing the gap to 15%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from (Spr. 2023 pass rate) 71% to at least 75%, and reducing the opportunity gap by 4%</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 66% to at least 69%, and reducing the gap from 17% to 15%</p> <p>EL - Increase pass rate from (Spr. 2023 pass rate) 19% to at least 39%, and reducing the gap from 56% to 50%</p> <p>SWD - Increase pass rate from (Spr. 2023 pass rate) 59% to at least 65%, and reducing the gap from 29% to 24%</p> <p>Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 65% to at least 69%, and reducing the gap from 23% to 21%</p>
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 74% to at least 77%, reducing the gap to 14%</p> <p>Hispanic - Increase pass rate from 69% to at least 77%, reducing the gap to 18%</p> <p>EL - Increase pass rate from 39% to at least 51%, reducing the gap to 39%</p> <p>SWD - Increase pass rate from 65% to at least 69%, reducing the gap by 22%</p> <p>Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap by 18%</p>
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 77% to at least 80%, reducing the gap to 11%</p> <p>Hispanic - Increase pass rate from 72% to at least 80%, reducing the gap to 15%</p> <p>EL - Increase pass rate from 51% to at least 59%, reducing the gap to 31%</p> <p>SWD - Increase pass rate from 69% to at least 74%, reducing the gap to 18%</p> <p>Econ. Disadv. - Increase pass rate from 72% to at least 74%, reducing the gap to 15%</p>

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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<p>Tier 1:</p> <ul style="list-style-type: none"> * Explicit vocabulary Instruction-all content areas * Utilize strategies from Aspire Training and Staff Development in adolescent reading 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2:</p> <ul style="list-style-type: none"> * Core phonics in Reading Strategies Class * Lexia powerup / (Lexia English for EL 1 & 2) 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
<p>Tier 3:</p> <ul style="list-style-type: none"> * Teach students routine they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
<p>Professional Learning - All teachers of English participate in ASPIRE training to support the science of reading understanding and address varied student needs.</p>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	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)
<p>School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)</p> <p>Teacher/CLT/Grade- -End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum</p>	<p>Teacher/CLT/Grade- -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)</p> <p>CLT/Teacher -End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum</p>	<p>School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)</p> <p>CLT/Teacher -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum</p>

Goal #3	Student Well-Being
Strategic Plan Goal Area	Student Well-Being

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Strategic Plan Performance Objectives		PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	YVM 2022 Survey - "Is there one adult in your school who checks in with you about how things are going at school?" 57% responded favorably; "How connected do you feel to other students in your school?" 55% responded favorably. Strength - student were given information about who to talk to (80% responded favorably) and knew strategies for coping with stress (58% responded favorably) SEL Screener - Spring, 2022 - self-efficacy - 58% favorable; emotion regulation - 48% favorable.	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
By June 2026, at least 90% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.				
Annual Performance Goals				
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM survey, at least 70% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 80% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 90% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.			
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 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; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12		Sept-June, Ongoing	Admin, All Staff	

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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. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize Coping Cat or C.A.T. Project	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 *Intervention Counselor collaborates with Teams and Student Support team to determine students who may need additional services and provide these	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model 3 Signature SEL Practices 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	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Engaged Workforce		
Strategic Plan Performance Objectives	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		
Baseline Data	Engaged Workforce: Workplace Climate: 55% favorable response; Staff Engagement: 50% favorable response; YVM 2022	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2023-24)	By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.
Annual Performance Goal Year 2 (2024-25)	By June 2025, APS staff will respond at the 80th percentile or better on staff engagement and climate as indicated by a school based survey
Annual Performance Goal Year 3 (2025-26)	By June 2026, APS staff will respond at the 85th percentile or better on staff engagement and climate as indicated by the YVM Survey.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-EW-1-Recruit, retain, and advance high-quality employees.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-4-Develop integrated approaches that promote employee health and wellness.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Refine systems to support teachers with behavior management and relationship building (RISE Expectations, Restorative Practices, Responsive Advisory, Phoenix Time/TA Implementation)	October - June	Administrators, Team Leaders, Counseling Team	Grade Level Admin attend Team Meetings
Action 2 - Implement the 3 SEL Signature Practices with staff in every meeting that is held; model these and support team leaders and content leads with implementing these practices.	October - June	Administrators, Team Leaders	Team Leads and Content Leads provide feedback on progress of the groups they are responsible for supporting
Action 3 - Provide feedback to teachers on a regular basis - reflective conversations around practices that support and accelerate student learning	October - June	Administrators	Administrators maintain conference log
Action 4 - Maintain open communications with staff through regular participation in team meetings, following through on actions,	October - June	Administrators	Survey of staff at mid-end of year

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-4- YVM Staff: Climate Results	Results of Progress (End of Year)	YVM
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)
	Gallup Q12 (informal) survey of staff		Gallup Q12 (informal) survey of staff

Goal #5

Partnerships

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Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data	Partnerships, Family Engagement: 82% responded favorably. Question Focus: How well do your child's teachers partner with you to support your child's learning? 39% responded favorably; How well do teachers and staff at your child's school communicate with you? 58% responded favorably on the 2022 YVM Survey.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 85% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 88% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
Annual Performance Goal Year 3 (2025-26)	By June 2026 at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Clear communication and engagement plan developed and shared with families and teachers	October - June	Principal, Grade Level Admin, Team Leaders, Counselors	Principal and AP will monitor participation in activities quarterly
Action 2 - Grade Level Admin provide additional opportunities for families to engage around success and standards for middle school	October - June	Principal, Grade Level Admin, Team Leaders, Counselors	Principal will monitor by reviewing attendance at grade level events and check-in meetings with grade level admin

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Action 3 - Teachers reach out via phone call to "meet" parents/guardian at beginning of the year. Teaching teams maintain and monitor a parent contact log	October - June	Principal, Grade Level Admin, Team Leaders, Counselors, Teachers	Principal & AP's will periodically review staff Quarterly Contact Log reports - follow up actions to support students
Action 4 - Quarterly events planned and implemented that welcome families into the building to share learning experiences	October - June	Principal, Grade Level Admin, Team Leaders, Counselors, Teachers	Principal will monitor through check-in meetings with staff planning the events and attendance at these events

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
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)
Participation in Quarter 1 events	Mid-year survey to parents focused on communication and partnership	Participation in Quarter 2/3 events	End of Year survey to parents focused on communication and partnership

Goal #6	Inclusion		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.		
Baseline Data	2023 Indicator 5a data - 67% of students with IEPs were included 80% of the day	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, at least 82% of students with IEPs will be included with their general education peers 80% of the day.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 72% of students with IEPs will be included with their general education peers 80% of the day.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 77% of students with IEPs will be included with their general education peers 80% of the day.		

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Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 82% of students with IEPs will be included with their general education peers 80% of the day.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
*provide professional learning for teachers around inclusion and supporting students with disabilities in the gen ed setting;	Sept-June	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	Principal & AP will monitor by reviewing PL schedule and ensuring opportunities are provided
*Implement co-teaching agreements and support this partnership *Partner with feeder schools to ensure that staff and families of students with disabilities understand the goals and inclusion model.	Sept-June	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	Principal & AP will monitor by reviewing co-teaching agreements and ensuring plans are in place to meet with feeder schools
*Analyze student placement with sped department to determine students to move into co-taught sections; *IEP process - amend placement as IEP team approves;	October, November	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	LRE Indicator 5a status check at end of each quarter
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-6- % of time SPED students spend in G	Results of Progress (End of Year)	LRE Dashboard
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)
Quarterly Review of LRE Dashboard	Quarterly Review of LRE Dashboard	Quarterly Review of LRE Dashboard	Quarterly Review of LRE Dashboard