

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

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 2024 - SOL - Math Hispanic - Pass 57% (opp. gap 23%) EL - Pass 31% (opp. gap 49%) SWD - Pass 47% (opp. gap 33%) Econ. Disadv. - Pass 45% (opp. gap 35%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>MATH SOL</p> <p>By 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 57% to at least 71%, reducing the gap from 23% to 15%</p> <p>EL - Increase pass rate from (Spr. 2023 pass rate) 31% to at least 63%, reducing the gap from 49% to 22%</p> <p>SWD - Increase pass rate from (Spr. 2023 pass rate) 47% to at least 67%, reducing the gap from 33% to 18%</p> <p>Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 45% to at least 66%, reducing the gap from 35% to 19%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 23% to 18%</p> <p>EL - Increase pass rate from 31% to at least 46%, reducing the gap from 49% to 36%</p> <p>SWD - Increase pass rate from 47% to at least 57%, reducing the gap from 33% to 25%</p> <p>Econ. Disadv. - Increase pass rate from 45% to at least 55%, reducing the gap from 35% to 27%</p>		
Annual Performance Goal Year 2 (2024-25)	<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>Hispanic - Increase pass rate from 64% to at least 67%, reducing the gap from 18% to 16%</p> <p>EL - Increase pass rate from 46% to at least 56%, reducing the gap from 36% to 28%</p> <p>SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 25% to 20%</p> <p>Econ. Disadv. - Increase pass rate from 55% to at least 63%, reducing the gap from 27% to 21%</p>		

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

Annual Performance Goal Year 3 (2025-26)	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 67% to at least a 71%, reducing the gap from 17% to 15%</p> <p>EL - Increase pass rate from 56% to at least a 63%, reducing the gap from 28% to 22%</p> <p>SWD - Increase pass rate from 64% to at least a 67%, reducing the gap from 20% to 18%</p> <p>Econ Disadv. - Increase pass rate from 63% to at least a 66%, reducing the gap from 21% to 19%</p>
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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-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. * Every student will regularly meet with the teacher in targeted small group. These targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. * Incorporate Rich Tasks/M2/M3 (embedded in curriculum documents) at least once per unit. * Carry out walkthroughs to ensure 3 math workshop structures are implemented with fidelity. 	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 weekly team planning meetings
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students requiring intervention. 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. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

<p>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) * 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.</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Professional Learning: Bridges training for general education teachers and other relevant staff Language Acquisition training by EL team for all staff Grade level weekly planning meetings with embedded PD to support learning of new standards and updates from the math department</p>	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coach during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

<p>Strategic Plan Measures To determine if goal was achieved</p>	LGI-SAGS-1.3-Math SOLs	<p>Strategic Plan Key Performance Indicators</p>	KPI-SAGS-1.4-% of students passing the Math SOL
<p>Evidence of Progress toward Annual Goal (MP1)</p>	<p>Evidence of Progress toward Annual Goal (MP2)</p>	<p>Evidence of Progress toward Annual Goal (MP3)</p>	<p>Evidence of Progress toward Annual Goal (MP4)</p>
<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade - District Benchmarks [Mastery Connect] - SOL Quick Checks (Just in time Quick Checks) - Progress Monitoring Data from Interventions</p>	<p>Teacher/CLT/Grade - District Benchmarks [Mastery Connect] - SOL Quick Checks (Just in time Quick Checks) - Progress Monitoring Data from Interventions</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade - District Benchmarks [Mastery Connect] - SOL Quick Checks (Just in time Quick Checks) - Progress Monitoring Data from Interventions</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade - District Benchmarks [Mastery Connect] - SOL Quick Checks (Just in time Quick Checks) - Progress Monitoring Data from Interventions</p>

Goal #2	Reading - Gaps - SOL
Strategic Plan Goal Area	Student Academic Growth & Success

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - English Hispanic - Pass 76% (opp. gap 12%) EL - Pass 58% (opp. gap 30%) SWD - Pass 53% (opp. gap 35%) Econ. Disadv. - Pass 60% (opp. gap 28%)	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:			
Hispanic - Increase pass rate from 76% to at least 83%, reducing the gap from 12% to 9% EL - Increase pass rate from 58% to at least 71%, reducing the gap from 30% to 20% SWD - Increase pass rate from 53% to at least 68%, reducing the gap from 35% to 23% Econ. Disadv. - Increase pass rate from 60% to at least 71%, reducing the gap from 28% to 20%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 76% to at least a 78%, reducing the gap from 12% to 11% EL - Increase pass rate from 58% to at least a 65%, reducing the gap from 30% to 25% SWD - Increase pass rate from 53% to at least a 61%, reducing the gap from 35% to 28% Econ Disadv. - Increase pass rate from 60% to at least a 64%, reducing the gap from 28% to 25%		
Annual Performance Goal Year 2 (2024-25)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 78% to at least 81%, reducing the gap from 11% to 10% EL - Increase pass rate from 65% to at least 68%, reducing the gap from 24% to 22% SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 28% to 25% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 25% to 23%		
Annual Performance Goal Year 3 (2025-26)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 9% to 9% EL - Increase pass rate from 68% to at least 71%, reducing the gap from 22% to 20% SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 25% to 23% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 22% to 20%		
Strategic Plan Strategies			

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

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: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	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.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning NWEA Reading Training	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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)

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

School level VALLSS (K-3) NWEA (1-5)	Teacher/CLT/Grade - 95% Unit Assessments (K-3)	School level VALLSS (K-3) NWEA (3-5)	School level Reading SOL (3-5) VALLSS (K-3) NWEA (3-5)
Teacher/CLT/Grade - 95% Unit Assessments (K-3)		Teacher/CLT/Grade - 95% Unit Assessments (K-3)	Teacher/CLT/Grade - 95% Unit Assessments (K-3)

Goal #3	Student Well-Being
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Strategic Plan Goal Area	Student Well-Being
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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
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Baseline Data	74% on Spring 2024 SEL Survey - Self-Management	Identify if goal is required based on state or federal requirements, or other guidelines	
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3 Year Performance Goal

By June 2027, at least 85% of Ashlawn students will respond favorably on the SEL survey category Self-Management.

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2025, at least 78% of Ashlawn students will respond favorably on the SEL survey category Self-Management.
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Annual Performance Goal Year 2 (2024-25)	By June 2026, at least 82% of Ashlawn students will respond favorably on the SEL survey category Self-Management.
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Annual Performance Goal Year 3 (2025-26)	By June 2027, at least 85% of Ashlawn students will respond favorably on the SEL survey category Self-Management.
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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- ADDITIONAL (OPTIONAL) -	

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

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 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 spring to all students grades 3-5	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 2 and 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 Ashlawn staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Admin, School Support Team	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators		
LGI-SWB-1.4-SEL Survey: Self-Management	KPI-SWB-1.5-% students responding favorably to SEL survey category Self-Management: 3rd-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 SEL Question)	SEL Survey	

Goal #4	STAFF ENGAGEMENT
Strategic Plan Goal Area	Student Centered Workforce
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

Baseline Data	69% favorable response for staff and 58% for teachers from 2024 YVM - Staff Engagement - Atmosphere of open communication between staff – 43% - Materials to do their best work – 52% for teachers - Enjoy going to work – 57% for teachers	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, at least 80% of staff and 75% of teachers will respond favorably on the 2027 YVM survey category Engaged Workforce and Staff Engagement.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2025, at least 75% of staff and 65% of teachers will respond favorably on the 2025 YVM survey category Engaged Workforce: Staff Engagement.		
Annual Performance Goal Year 2 (2024-25)	By June 2026, at least 78% of staff and 70% of teachers will respond favorably on the 2026 YVM survey category Engaged Workforce: Staff Engagement.		
Annual Performance Goal Year 3 (2025-26)	By June 2027, at least 80% of staff and 75% of teachers will respond favorably on the 2027 YVM survey category Engaged Workforce: Staff Engagement.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-2.2-Develop and implement integrated human resources approaches and initiatives that enable a student-centered, inclusive school climate and promote employee health and wellness.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-2.4-Develop a division-wide system of two-way communication to build understanding, collaborate, raise and resolve concerns aligned to division strategic plan priorities.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 * Form a committee devoted to climate and wellness. The school climate and wellness committee will meet monthly and reps from the committee will meet with grade level teams to gather feedback that will be used to inform actionable next steps.	Sept- June, ongoing	Admin, specialists, and grade level representatives	Principal & AP will monitor through review of planned activities and practices to strengthen staff engagement
Action 2 * Administration and the Health & Wellness committee will review staff feedback around open communication, materials needed and job satisfaction and will develop activities and initiatives that are responsive to feedback received	Sept-June	Admin	Admin will work collaboratively committee group to implement survey and analyze results

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

Action 3 *Monthly initiatives geared towards celebrating staff successes and acknowledging the hard work of colleagues. This work will be led by the committee on Climate and Wellness along with Admin	Sept-June	Admin, Committee on Climate and Wellness	Admin and committee members will review initiatives, and reflect at completion
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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators	Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)
LGI-SCW-2.2-YVM Staff: Staff Engagement	KPI-SCW-2.1-% staff responding favorably to YVM category Engaged Workforce: Staff Engagement		
		School Based Survey	YVM

Goal #5	REDUCE CHRONIC ABSENTEEISM - GAP		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2023-24 9.7 % Chronically Absent (CA) Black - 21.1% Hispanic - 17.1% EL (1-4) - 20.7% ED - 18.2%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

By June 2027, reduce chronic absenteeism by the following tiered goal:

Black - reduce from 21.1% to 15%
 Hispanic- 17% to 12%
 EL (1-4) - 20.7% to 15%
 ED - 18% to 13%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2025, reduce chronic absenteeism by the following tiered goal:</p> <p>Black - reduce from 21.1% to 19% Hispanic- 17% to 15% EL (1-4) - 20.7% to 19% ED - 18% to 16%</p>
Annual Performance Goal Year 2 (2024-25)	<p>By June 2026, reduce chronic absenteeism by the following tiered goal:</p> <p>Black - reduce from 19% to 17% Hispanic- 15% to 13.5% EL (1-4) - 19% to 17% ED - 16% to 14.5%</p>
Annual Performance Goal Year 3 (2025-26)	<p>By June 2027, reduce chronic absenteeism by the following tiered goal:</p> <p>Black - reduce from 17% to 15% Hispanic- 13.5% to 12% EL (1-4) - 17% to 15% ED - 14.5% to 13%</p>

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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Ashlawn - School Action Plan - 2024-25 to 2026-27

Principal: Meghan Neary

<p>Action 1</p> <p>Create an Attendance Task Force to monitor student attendance, tardies, etc. for patterns and quantity of each; contact families about trends for their students to understand underlying causes of tardies/absenteeism and offer assistance as needed.</p>	<p>Sept- June, ongoing</p>	<p>Admin, Social Worker, Counselor, School Psychologist, Student Support Coordinator</p>	<p>Principal & AP will monitor through review of planned activities and practices to strengthen partnerships</p>
<p>Action 2</p> <p>Provide supports to families whose student is chronically absent, determine root causes for the absences, and provide appropriate support. Use research-based practices that support establishing routines favorable to students attending school daily and punctually.</p>	<p>Sept- June, ongoing</p>	<p>Admin, Counselors, Social Worker, Bilingual Family Specialist</p>	<p>Principal & AP will monitor by planning strategic communications and review of messages</p>
<p>Action 3</p> <p>Provide education sessions for parents, collaborating with mental health team, detailing the school system policies regarding absenteeism and emotional impacts on students.</p>	<p>Sept- June, ongoing</p>	<p>Admin, Bilingual Family Specialist, Social Worker</p>	<p>Principal & AP will monitor through check-ins with social worker and bilingual family liaison and contact logs</p>

Progress Monitoring

<p style="text-align: center;">Strategic Plan Measures To determine if goal was achieved</p>	<p>LGI-SWB-2.1-Attendance Data</p>	<p style="text-align: center;">Strategic Plan Key Performance Indicators</p>	<p>KPI-SWB-2.2-% of students who are chronically absent</p>
<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP1)</p>	<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP2)</p>	<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP3)</p>	<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP4)</p>
<p>Attendance Dashboard</p>	<p>Attendance Dashboard</p>	<p>Attendance Dashboard</p>	<p>Attendance Dashboard</p>