

**Cardinal- School Action Plan - 2024-25 to 2026-27**  
**Principal: Colin Brown**

<b>Goal #1</b>	<b>Math - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	Spring 2024 - Math SOL (93%)  <b>Black</b> - 56 % pass rate <b>Hispanic</b> 68% pass rate <b>EL</b> 50% pass rate <b>SWD</b> 66% pass rate <b>Econ. Disadv</b> 45% pass rate	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
MATH SOL By 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from (Spr. 2024 pass rate) 56% to at least 67%, reducing the gap from 37% to 25% <b>Hispanic</b> - Increase pass rate from (Spr. 2024 pass rate) 68% to at least 76%, reducing the gap from 25% to 17% <b>EL</b> - Increase pass rate from (Spr. 2024 pass rate) 50% to at least 62%, reducing the gap from 43% to 31% <b>SWD</b> - Increase pass rate from (Spr. 2024 pass rate) 66% to at least 76%, reducing the gap from 27% to 17% <b>Econ. Disadv.</b> - Increase pass rate from (Spr. 2024 pass rate) 45% to at least 60%, reducing the gap from 48% to 32%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 56% to at least 60%, reducing the gap from 37% to 33% <b>Hispanic</b> - Increase pass rate from 68% to at least 72%, reducing the gap from 25% to 21% <b>EL</b> - Increase pass rate from 50% to at least 54%, reducing the gap from 43% to 39% <b>SWD</b> - Increase pass rate from 66% to at least 70%, reducing the gap from 27% to 23% <b>Econ. Disadv.</b> - Increase pass rate from 45% to at least 52%, reducing the gap from 48% to 40%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 60% to at least 63%, reducing the gap from 33% to 29% <b>Hispanic</b> - Increase pass rate from 72% to at least 74%, reducing the gap from 21% to 19% <b>EL</b> - Increase pass rate from 54% to at least 58%, reducing the gap from 39% to 35% <b>SWD</b> - Increase pass rate from 70% to at least 74%, reducing the gap from 23% to 19% <b>Econ. Disadv.</b> - Increase pass rate from 52% to at least 56%, reducing the gap from 40% to 36%		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 29% to 25% <b>Hispanic</b> - Increase pass rate from 74% to at least 76%, reducing the gap from 19% to 17% <b>EL</b> - Increase pass rate from 58% to at least 62%, reducing the gap from 35% to 31% <b>SWD</b> - Increase pass rate from 74% to at least 76%, reducing the gap from 19% to 17% <b>Econ. Disadv.</b> - Increase pass rate from 56% to at least 60%, reducing the gap from 36% to 32%		

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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, 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 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 3</b> * 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) * 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,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning:</b> Participation in county-led PD offerings including: Bridges Intervention training, Math Workshop training, Math Content Academies/Math Institute (if offered), MAP Growth data analysis training, Mastery Connect implementation; In-house opportunities: coaching cycles, CLT trainings on Building Fact Fluency	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

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

Goal #2	Reading - SOL		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	<b>Spring 2024</b> - English 93 % <b>Black</b> - Pass 56% <b>Hispanic</b> - Pass 68% <b>EL</b> - Pass 50% <b>SWD</b> - Pass 66% <b>Econ. Disadv.</b> - Pass 45%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
READING SOL By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from (Spr. 2023 pass rate) 56% to at least 68%,reducing the gap from 37% to 25% <b>Hispanic</b> - Increase pass rate from (Spr. 2023 pass rate) 68% to at least 76%, reducing the gap from 25% to 17% <b>EL</b> - Increase pass rate from (Spr. 2023 pass rate) 50% to at least 62%, reducing the gap from 43% to 31% <b>SWD</b> - Increase pass rate from (Spr. 2023 pass rate) 66% to at least 74%, reducing the gap from 27% to 19% <b>Econ. Disadv.</b> - Increase pass rate from (Spr. 2023 pass rate) 45% to at least 57%, reducing the gap from 48% to 36%			
<b>Annual Performance Goals</b>			

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<b>Annual Performance Goal Year 1 (2024-25)</b>	<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><b>Black</b> - Increase pass rate from 56% to at least 60%, reducing the gap from 37% to 33%  <b>Hispanic</b> - Increase pass rate from 68% to at least 72%, reducing the gap from 25% to 21%  <b>EL</b> - Increase pass rate from 50% to at least 54%, reducing the gap from 43% to 39%  <b>SWD</b> - Increase pass rate from 66% to at least 70%, reducing the gap from 27% to 23%  <b>Econ. Disadv.</b> - Increase pass rate from 45% to at least 49%, reducing the gap from 48% to 44%</p>		
<b>Annual Performance Goal Year 2 (2025-26)</b>	<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><b>Black</b> - Increase pass rate from 60% to at least 64%, reducing the gap from 33% to 29%  <b>Hispanic</b> - Increase pass rate from 72% to at least 74%, reducing the gap from 21% to 19%  <b>EL</b> - Increase pass rate from 54% to at least 58%, reducing the gap from 39% to 35%  <b>SWD</b> - Increase pass rate from 70% to at least 72%, reducing the gap from 23% to 21%  <b>Econ. Disadv.</b> - Increase pass rate from 49% to at least 53%, reducing the gap from 44% to 40%</p>		
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 64% to at least 68%, reducing the gap from 29% to 25%  <b>Hispanic</b> - Increase pass rate from 74% to at least 76%, reducing the gap from 19% to 17%  <b>EL</b> - Increase pass rate from 58% to at least 62%, reducing the gap from 35% to 31%  <b>SWD</b> - Increase pass rate from 72% to at least 74%, reducing the gap from 21% to 19%  <b>Econ. Disadv.</b> - Increase pass rate from 53% to at least 57%, reducing the gap from 40% to 36%</p>		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	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.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>* Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations)</li> <li>* Implement CKLA in K-5 for language comprehension</li> <li>*Implement consistent collaboration between coaches, EL teachers, SPED teachers, and classroom teachers</li> <li>* CLT's will continue to review performance data and identify students in need of remediation &amp; extension</li> </ul>	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	

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<p><b>Tier 2:</b>          * Lexia recommended usage for structured literacy at students level          * Lexia English for EL 1 and EL 2 (as needed)          * Targeted small group instruction based on need</p>	<p>Sept-June, ongoing</p>	<p>Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches</p>	<p>Principal &amp; APs will support with ATSS, ELA, SPED &amp; EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p><b>Tier 3:</b>          * Structured literacy lessons in addition to core ELA block          * Multisensory decoding/encoding lessons; repeated opportunities for practice          * Targeted small group instruction based on need</p>	<p>Sept-June, ongoing</p>	<p>Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches</p>	
<p><b>Professional Learning</b>          Build teacher capacity through:          -Coaching to support implementation of instructional practices and data analysis          -Structures to support development of collective efficacy within the CLT/Grade Level          -New teachers will participate in initial CKLA training and on-site coaching from literacy coaches</p>	<p>Sept-June, ongoing</p>	<p>Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd</p>	

**Progress Monitoring**

<p align="center"><b>Strategic Plan Measures</b>          To determine if goal was achieved</p>	<p>LGI-SAGS-1.1-Reading SOLs</p>	<p align="center"><b>Strategic Plan Key Performance Indicator</b></p>	<p>KPI-SAGS-1.2-% of students passing the Reading SOL</p>
<p align="center"><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP4)</b></p>
<p><b>School level-</b>          NWEA Reading VALLSS   <b>Teacher/CLT/Grade-</b>          -End of Unit [Mastery Connect]          -Quarterly Assessments [Mastery Connect]</p>	<p><b>Teacher/CLT/Grade-</b>          -End of Unit [Mastery Connect]          -Quarterly Assessments [Mastery Connect]</p>	<p><b>School level-</b>          NWEA Reading VALLSS   <b>Teacher/CLT/Grade-</b>          -End of Unit [Mastery Connect]          -Quarterly Assessments [Mastery Connect]</p>	<p><b>School level-</b>          NWEA Reading VALLSS   <b>Teacher/CLT/Grade-</b>          -End of Unit [Mastery Connect]          -Quarterly Assessments [Mastery Connect]</p>

**Goal #3**

**Inclusion**

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<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
<b>Baseline Data</b>	2023-24 - 73% of students with disabilities spend 80% or more of the school day in a general education setting	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2027, at least 84% of students with disabilities spend 80% or more of the school day in a general education setting.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, at least 80% of students with disabilities spend 80% or more of the school day in a general education setting		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, at least 82% of students with disabilities spend 80% or more of the school day in a general education setting		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, at least 84% of students with disabilities spend 80% or more of the school day in a general education setting		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS-3.1-Provide professional learning to case carriers and school administrators to ensure consistent practices that result in IEP goals and service hours that are reflective of current levels of performance and least restrictive environment (LRE).		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
* IEP data review and analysis of minutes of instruction to meet goals * Review current IEP minutes to determine strategic changes * Implement consistent collaboration between coaches, EL teachers, SPED teachers, and classroom teachers * Implement discussion time prior to IEP creation to analyze students needs	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
* CLT's will continue to review performance data and identify students in need of remediation & extension * Targeted small group instruction based on need	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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<b>Professional Learning</b> Build teacher capacity through: -Coaching to support implementation of instructional practices and data analysis -Structures to support development of collective efficacy within the CLT/Grade Level	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	<b>Strategic Plan Performance Objectives</b>	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

<h2>Goal #4</h2>	<h2>Engaged Workforce</h2>		
<b>Strategic Plan Goal Area</b>	Student Centered Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
<b>Baseline Data</b>	Spr. 2024 YVM "How much has the professional development you've received at your school improved your professional practice?" Staff - 78% ; Teachers - 40%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2027, at least 75% of teachers will respond favorably to the YVM question, "How much has the professional development you've received at your school improved your professional practice?"			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, at least 55% of teachers will respond favorably to the YVM question, "How much has the professional development you've received at your school improved your professional practice?"		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, at least 65% of teachers will respond favorably to the YVM question, "How much has the professional development you've received at your school improved your professional practice?"		

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<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, at least 75% of teachers will respond favorably to the YVM question, "How much has the professional development you've received at your school improved your professional practice?"
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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
*Discuss the definition and current professional development in the school (school wide, CLT, county wide, personal choice). *Create a school definition and working agreement on PD. *Provide opportunities for staff choice in professional development. *Exit ticket/Feedback given about PD. *Provide opportunity to discuss current YVM feedback. Provide opportunity to complete the survey during a staff meeting.	Sept-June ongoing	Admin team, Lead Teacher Team, Coaching Team	Principal & AP will monitor through check-in meetings with the staff and coaching team and review of In-house mid-year survey and anecdotal evidence gathered from staff

#### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	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)
	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning				KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
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)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Staff meeting working agreement	School-based survey	Exit tickets	YVM	Exit tickets	YVM

## Goal #5

## Partnerships

<b>Strategic Plan Goal Area</b>	Partnerships
<b>Strategic Plan Performance Objectives</b>	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement



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<b>Baseline Data</b>	Spring 2024 YVM: "Does your child's school provide opportunities about supporting your child's well-being." 73%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, at least 85% of Cardinal families will respond favorable on family engagement segment on the YVM survey. "Does your child's school provide opportunities about supporting your child's well-being (for example principal chats/coffees, PTA-sponsored speakers, etc.)?"			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 78% of Cardinal families will respond favorably on family engagement segment on the YVM survey: "Does your child's school provide opportunities about supporting your child's well-being (for example principal chats/coffees, PTA-sponsored speakers, etc.)?"		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 81% of Cardinal families will respond favorable on family engagement segment on the YVM survey: "Does your child's school provide opportunities about supporting your child's well-being (for example principal chats/coffees, PTA-sponsored speakers, etc.)?"		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 85% of Cardinal families will respond favorable on family engagement segment on the YVM survey: "Does your child's school provide opportunities about supporting your child's well-being (for example principal chats/coffees, PTA-sponsored speakers, etc.)?"		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-2.1-Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Increase academic and social emotional learning opportunities provide by staff for parents at PTA meetings.	Sept-June ongoing	PTA executive board, Mental Health Team, admin team, classroom teachers	Principal & AP will monitor through developing PTA agendas that include academic and SEL opportunities and check-in meetings with staff who are presenting.
Continue to offer virtual options for SST and other student support meetings, PTA meetings, and Parent Teacher conferences.	Sept-June ongoing	PTA executive board, Mental Health Team, admin team, classroom teachers	Principal & AP will monitor through participation in SST, PTA and PT Conferences to ensure virtual options are provided
Continue to offer multiple information opportunities (park meet and greets, open houses, school information sessions, rising grade level parent information sessions, PTA meetings, and school community events).	Sept-June ongoing	PTA executive board, Mental Health Team, admin team, classroom teachers	Principal & AP will monitor by developing and reviewing plans to engage families

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**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	<b>Strategic Plan Key Performance Indicator</b>	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
	School-Based Survey		YVM