

# HB Woodlawn - School Action Plan - 2024-25 to 2026-27

## Principal: Casey Robinson

Goal #1	Math - 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>	Spring 2024 - SOL  <b>MS Math</b> Overall - 93% EL 1-4 27% Pass Hispanic 74% Econ. Disadv 72%  <b>HS Math</b> Overall - 88% EL - 62% Hispanic - 69% Econ. Disadv 78%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<b>MATH SOL</b> By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  MS - EL - Increase pass rate from (Spr. 2024 pass rate) 27% to at least 62%, reducing the gap from 66% to 33% MS - Hispanic - Increase pass rate from (Spr. 2024 pass rate) 74% to at least 81%, reducing the gap from 19% to 14% MS - Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 72% to at least 80%, reducing the gap from 21% to 15%  HS - EL - Increase pass rate from (Spr. 2024 pass rate) 62% to at least 72%, reducing the gap from 26% to 19% HS - Hispanic - Increase pass rate from (Spr. 2024 pass rate) 69% to at least 78%, reducing the gap from 19% to 13% HS - Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 78% to at least 84%, reducing the gap from 10% to 7%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  MS - EL - Increase pass rate from 27% to at least 44%, reducing the gap from 66% to 49% MS - Hispanic - Increase pass rate from 74% to at least 76%, reducing the gap from 19% to 17% MS - Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 21% to 18%  HS - EL - Increase pass rate from 62% to at least 66%, reducing the gap from 26% to 23% HS - Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 19% to 17% HS - Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 10% to 9%		

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<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>MS - EL - Increase pass rate from 44% to at least 54%, reducing the gap from 49% to 40%  MS - Hispanic - Increase pass rate from 76% to at least 79%, reducing the gap from 17% to 15%  MS - Econ. Disadv. - Increase pass rate from 75% to at least 77%, reducing the gap from 18% to 17%</p> <p>HS - EL - Increase pass rate from 66% to at least 69%, reducing the gap from 23% to 21%  HS - Hispanic - Increase pass rate from 72% to at least 75%, reducing the gap from 17% to 15%  HS - Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 9% to 8%</p>		
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>MS - EL - Increase pass rate from 54% to at least 62%, reducing the gap from 40% to 33%  MS - Hispanic - Increase pass rate from 79% to at least 81%, reducing the gap from 15% to 14%  MS - Econ. Disadv. - Increase pass rate from 77% to at least 80%, reducing the gap from 17% to 15%</p> <p>HS - EL - Increase pass rate from 69% to at least 72%, reducing the gap from 21% to 19%  HS - Hispanic - Increase pass rate from 75% to at least 78%, reducing the gap from 15% to 13%  HS - Econ. Disadv. - Increase pass rate from 82% to at least 84%, reducing the gap from 8% to 7%</p>		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</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>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<b>Tier 1</b> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* Teacher will begin to use math workshop structures within each unit.</li> <li>* Every student will begin to meet regularly meet the teacher in targeted small group.</li> <li>* Targeted groups are differentiated to meet each students' needs.</li> <li>* Provide just-in-time support to help students access grade level curriculum.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	

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<b>Tier 2</b> * 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	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 3</b> * 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	
<b>Professional Learning:</b> *Math Coach will meet regularly with all Math teachers to provide coaching and targeted support based on teacher needs.	Sept - June, ongoing	Administrators, Math Coach	

### Progress Monitoring

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-1.3-Math SOLs	<b>Strategic Plan Key Performance Indicator</b>	KPI-SAGS-1.4-% of students passing the Math SOL
<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 level- NWEA - MAP Growth (Alg 1 only)  Teacher/CLT/Grade -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only)  Teacher/CLT/Grade -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only)  Teacher/CLT/Grade -SOL Quick Checks

<b>Goal #2</b>	<b>Reading - 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.

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<b>Baseline Data</b>	Spring 2024 - SOL  <b>MS Reading</b> Overall - 93% EL 1-4 27% Pass Hispanic 76% Econ. Disadv 73% Pass  <b>HS Reading</b> Overall - 94% Hispanic - 75% Econ. Disadv 78% Pass	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
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### 3 Year Performance Goal

READING SOL  
 By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

MS - EL - Increase pass rate from (Spr. 2024 pass rate) 27% to at least 62%, reducing the gap from 66% to 33%  
 MS - Hispanic - Increase pass rate from (Spr. 2024 pass rate) 76% to at least 83%, reducing the gap from 17% to 12%  
 MS - Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 73% to at least 80%, reducing the gap from 20% to 15%  
 HS - Hispanic - Increase pass rate from (Spr. 2024 pass rate) 75% to at least 82%, reducing the gap from 19% to 13%  
 HS - Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 78% to at least 84%, reducing the gap from 16% to 11%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	READING SOL By 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  MS - EL - Increase pass rate from 27% to at least 44%, reducing the gap from 66% to 49% MS - Hispanic - Increase pass rate from 76% to at least 79%, reducing the gap from 17% to 14% MS - Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 20% to 17% HS - Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 16% to 14% HS - Hispanic - Increase pass rate from 75% to at least 77%, reducing the gap from 19% to 17%
<b>Annual Performance Goal Year 2 (2025-26)</b>	READING SOL By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  MS - EL - Increase pass rate from 44% to at least 54%, reducing the gap from 49% to 40% MS - Hispanic - Increase pass rate from 79% to at least 81%, reducing the gap from 14% to 13% MS - Econ. Disadv. - Increase pass rate from 76% to at least 78%, reducing the gap from 17% to 16% HS - Hispanic - Increase pass rate from 77% to at least 80%, reducing the gap from 17% to 15% HS - Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 14% to 13%

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<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>READING SOL By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>MS - EL - Increase pass rate from 54% to at least 62%, reducing the gap from 40% to 33%  MS - Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 13% to 12%  MS - Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 16% to 15%  HS - Hispanic - Increase pass rate from 80% to at least 82%, reducing the gap from 15% to 13%  HS - Econ. Disadv. - Increase pass rate from 82% to at least 84%, reducing the gap from 13% to 11%</p>
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### Strategic Plan Strategies

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

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1:</b> * Utilize an explicit vocabulary routine to teach new words essential to the shared text-PACT strategy * 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.
<b>Tier 2:</b> * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<b>Tier 3:</b> * multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<b>Professional Learning:</b> *Targeted PL for ELA and EL teachers on Lexia and Core phonics	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

### Progress Monitoring

<b>Strategic Plan Measures</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan Performance Objectives</b>	KPI-SAGS-1.2-% of students passing the Reading SOL
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<b>To determine if goal was achieved</b>	<b>Strategic Plan Performance Objectives</b>		
<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>
<b>School level-</b> NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	<b>School level-</b> -NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	<b>School level</b> NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum

<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	Spring 2024 YVM -Student Well-Being: School Climate- 64% favorable response rate	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2027, % of students who respond favorably on YVM category Student Well-Being: School Climate will increase from 64% to 80%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, % of students who respond favorably on YVM category Student Well-Being: School Climate will increase from 64% to 70%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, % of students who respond favorably on YVM category Student Well-Being: School Climate will increase from 70% to 75%		

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<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, % of students who respond favorably on YVM category Student Well-Being: School Climate will increase from 75% to 80%
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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1.5-Implement processes to reduce reliance upon screens (ex. cell phones, iPads, laptops) while students are in school.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Second Step, Ruler, or RC) * Deliver 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	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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.	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	
<b>Professional Learning</b> Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	Sept-June, Ongoing	Admin, School leadership team	

### 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)
LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 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)

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	School Survey (based on YVM Question)	SEL Survey	YVM
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<b>Goal #4</b>	<b>Engaged Workforce</b>			
<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>	<b>2024 YVM</b> 53% of staff answered "favorably" to the question, "How much has the professional learning you've received at your school improved your professional practice?"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>		
<b>3 Year Performance Goal</b>				
By June 2027, % of staff who respond favorably to the question, "How much has the professional learning you've received at your school improved your professional practice?" will increase from 65% to 70%				
<b>Annual Performance Goals</b>				
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, % of staff who respond favorably to the question, "How much has the professional learning you've received at your school improved your professional practice?" will increase from 53% to 60%			
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, % of staff who respond favorably to the question, "How much has the professional learning you've received at your school improved your professional practice?" will increase from 60% to 65%			
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, % of staff who respond favorably to the question, "How much has the professional learning you've received at your school improved your professional practice?" will increase from 65% to 70%			
<b>Strategic Plan Strategies</b>				
<b>Strategic Plan Strategies- PRIMARY</b>	S-SCW-1.3-Develop and sustain multiple professional learning pathways to school-based and division-wide leadership opportunities.			
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>				
<b>Action Steps</b>				
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>



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Prioritize peer collaboration as an improvement strategy	Sept-June, Ongoing	Admin, All Staff	Admin team will help schedule collaborative relationships; check-ins with coaches
Utilize coaching as a means to implement new strategies	Sept-June, Ongoing	Admin, All Staff	
Create opportunities for feedback and follow up meetings to address teacher needs around coaching	Sept-June, Ongoing	Admin, All Staff	
Identify resources (time, human, competing priorities) necessary to adequately implement professional learning	Sept-June, Ongoing	Admin, All Staff	

### Progress Monitoring

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	<b>Strategic Plan Performance Objectives</b>	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
<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>
Check-ins during BOY meetings with staff	Check-ins during MOY meetings with staff		Check-ins during EOY meetings with staff YVM

<b>Goal #5</b>	<b>Partnerships</b>		
<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		
<b>Baseline Data</b>	<b>2024 YVM</b> 46% of families answered “favorably” to the question, “How well do your child’s teachers partner with you to support your child’s learning” on YVM	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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By June 2027, % of families who respond “favorably” to the question, “How well do your child's teachers partner with you to support your child's learning” on YVM will increase from 62% to 70%.

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, % of families who respond “favorably” to the question, “How well do your child's teachers partner with you to support your child's learning” on YVM will increase from 46% to 55%.
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, % of families who respond “favorably” to the question, “How well do your child's teachers partner with you to support your child's learning” on YVM will increase from 55% to 62%.
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, % of families who respond “favorably” to the question, “How well do your child's teachers partner with you to support your child's learning” on YVM will increase from 62% to 70%.

### Strategic Plan Strategies

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

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
-Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child’s education.	Sept- June, ongoing	All staff	Principal and AP’s will monitor by periodically reviewing parent square usage by staff through the dashboard
Student-led conferences with portfolios of student work, followed by 1:1 conversations about learning and goal-setting.	Sept- June, ongoing	Admin, All Teachers	Team meetings to prepare for conferences
Provide professional learning to all staff on welcoming and inclusive school environment that is family-friendly, respectful, and see engaging all families as part of their responsibility.	Sept- June, ongoing	All Staff	Admin team will monitor participation in Implicit Bias training
Host at least four parent workshops/information/training sessions that directly support student success in literacy and math.	Sept- June, ongoing	Admin, Coaches, PAC	Admin team will review PAC meeting agendas

### 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 Performance Objectives</b>	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement

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Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Parent attendance at Back to School Night		Parent attendance at Back to School Night	YVM