

Long Branch - School Action Plan - 24.25 to 26.27

Principal: Jessica DaSilva

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL Black - 44% (31% opportunity gap) Hispanic - 40% (35% opportunity gap) EL - 38% (37% opportunity gap) SWD - 46% (29% opportunity gap) Econ. Disadv - 50% (25% opportunity gap)	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black - Increase pass rate from 44% to at least 66%, reducing the gap from 31% to 16%
- Hispanic - Increase pass rate from 40% to at least 64%, reducing the gap from 35% to 18%
- EL - Increase pass rate from 38% to at least 65%, reducing the gap from 37% to 16%
- SWD - Increase pass rate from 46% to at least 67%, reducing the gap from 29% to 15%
- Econ. Disadv. - Increase pass rate from 50% to at least 69%, reducing the gap from 25% to 13%

Annual Performance Goals	
Annual Performance Goal Year 1 (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 44% to at least 55%, reducing the gap from 31% to 23% Hispanic - Increase pass rate from 40% to at least 52%, reducing the gap from 35% to 26% EL - Increase pass rate from 38% to at least 51%, reducing the gap from 37% to 27% SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 29% to 22% Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 25% to 19%
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 55% to at least a 62%, reducing the gap from 23% to 18% Hispanic - Increase pass rate from 52% to at least a 60%, reducing the gap from 26% to 20% EL - Increase pass rate from 51% to at least a 59%, reducing the gap from 27% to 21% SWD - Increase pass rate from 56% to at least a 63%, reducing the gap from 22% to 17% Econ Disadv. - Increase pass rate from 59% to at least a 65%, reducing the gap from 19% to 15%

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Annual Performance Goal Year 3 (2026-27)	<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>Black - Increase pass rate from 62% to at least a 66%, reducing the gap from 18% to 16%</p> <p>Hispanic - Increase pass rate from 60% to at least a 64%, reducing the gap from 20% to 18%</p> <p>EL - Increase pass rate from 59% to at least a 65%, reducing the gap from 21% to 16%</p> <p>SWD - Increase pass rate from 63% to at least a 67%, reducing the gap from 17% to 15%</p> <p>Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 15% to 13%</p>		
Strategic Plan Strategies			
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 1.3-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.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics resources utilizing county provided curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each until. 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	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"> *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	

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<p>Tier 3</p> <p>* 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)</p> <p>* 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> <p>*Math Interventionist to pull specific, targeted groups for intensive intervention across primary grades</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Professional Learning:</p> <p>-AVMR training for remainder of the first grade team and potentially the second grade team</p> <p>-Specific and targeted PD in CLTs around culturally responsive teaching from the DEI office, admin, and coaches</p> <p>-Grade level teams (to include SpEd and EL teachers) will learn about Bridges to incorporate more regularly during small group instruction</p>	Sept - June, ongoing	Administrators, Math Coach, DEI office	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<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 - Opportunity Gaps - SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

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Baseline Data	<p>Spring 2024 - SOL</p> <p>Black - 59% (17% opportunity gap) Hispanic - 50% (23% opportunity gap) EL - 47% (25% opportunity gap) SWD - 57% (18% opportunity gap) Econ. Disadv - 55% (20% opportunity gap)</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<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>Black - Increase pass rate from 68% to at least 71%, reducing the gap from 16% to 14% Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 19% to 17% EL - Increase pass rate from 64% to at least 67%, reducing the gap from 20% to 18% SWD - Increase pass rate from 67% to at least 71%, reducing the gap from 17% to 15% Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 18% to 16%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (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 58% to at least 65%, reducing the gap from 22% to 17% Hispanic - Increase pass rate from 50% to at least 59%, reducing the gap from 30% to 23% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 33% to 25% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 23% to 18% Econ. Disadv. - Increase pass rate from 55% to at least 62%, reducing the gap from 25% to 20%</p>		
Annual Performance Goal Year 2 (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 65% to at least 68%, reducing the gap from 17% to 16% Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 23% to 19% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 25% to 20% SWD - Increase pass rate from 64% to at least 67%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 62% to at least 66%, reducing the gap from 20% to 18%</p>		

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Annual Performance Goal Year 3 (2026-27)	<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>Black - Increase pass rate from 68% to at least 71%, reducing the gap from 16% to 14%</p> <p>Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 19% to 17%</p> <p>EL - Increase pass rate from 64% to at least 67%, reducing the gap from 20% to 18%</p> <p>SWD - Increase pass rate from 67% to at least 71%, reducing the gap from 17% to 15%</p> <p>Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 18% to 16%</p>
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-11-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 1.3-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.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * 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,	
Build teacher capacity around Tier 1, 2, and 3 practices to support the targetted subgroups.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

Progress Monitoring

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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)
School level- NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards	School level- NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards	School level NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

Goal #3		Student Well-Being	
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	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.		
Baseline Data	2023-24 70% students with disabilities spend 80% or more of their school day in a general education setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, at least 83% of students with disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 76% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 81% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 83% of students with disabilities will spend 80% or more of their school day in a general education setting		
Strategic Plan Strategies			

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Strategic Plan Strategies- PRIMARY	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 2: Students should receive targeted and explicit instruction aligned to their IEP goals and other areas of need.	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: Reconvene IEP team to consider additional supports/resources	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	
Build teacher capacity around Tier 1, 2, and 3 practices to support the targeted subgroups.	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan - Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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)
LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic plan portal

Goal #4	Student Well-Being
Strategic Plan Goal Area	Student Well-Being
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	2023-24 - 48% of students responded favorably to this question on the SEL (Social & Emotional Learning) survey.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, 100% of all students will respond favorably to the SEL (Social & Emotional Learning) survey question, "In the past 30 days, how clearly will you able to describe your feelings."			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, 80% of all students will respond favorably to the SEL (Social & Emotional Learning) survey question, "In the past 30 days, how clearly were you able to describe your feelings."		
Annual Performance Goal Year 2 (2025-26)	By June 2026, 90% of all students will respond favorably to the SEL (Social & Emotional Learning) survey question, "In the past 30 days, how clearly were you able to describe your feelings."		
Annual Performance Goal Year 3 (2026-27)	By June 2027, 100% of all students will respond favorably to the SEL (Social & Emotional Learning) survey question, "In the past 30 days, how clearly were you able to describe your feelings."		
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) -	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
Action 3 - Staff will identify each student by name, strength, and need. Students in Tier 2 and Tier 3 will be matched with an adult who will meet with them consistently throughout the year.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, all staff participate	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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<p>Action 2 - All classroom teachers will have 20 minutes of Morning Meeting, where students will engage in SEL practices, to include implementing with fidelity Second Step lessons, the school selected SEL curriculum. Morning meetings will align with one of the 5 CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.</p>	<p>September - June, Ongoing during morning meeting time, daily</p>	<p>Admin/ counselors, SEL Lead, all staff participate</p>	<p>Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs; SEL Lead will monitor Second Step dashboard</p>
<p>Action 1 - All staff will create an affirming environment to students by establishing classroom expectations and creating calming corners. The school will purchase calming corner toolkits and the SEL Lead will create a presentation for staff to teach students how to use the calming corners.</p>	<p>September - June, Ongoing during morning meeting time, daily</p>	<p>Admin/ counselors, SEL Lead, all staff participate</p>	<p>Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>

Progress Monitoring

<p>Strategic Plan - Measures - To determine if goal was achieved</p>	<p>LGI-SWB-1.3-YVM Student:Trusted Adult</p>	<p>Strategic Plan - Key Performance Indicators</p>	<p>KPI-SWB-1.3-% of students responding favorably to the YVM question, "Is there at least one adult in your school who you can talk to when you need help?" 4th-5th & 6-12th</p>
<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>In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives</p>		<p>In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives</p>	<p>SEL (Social & Emotional Learning) survey results</p>

<p>Goal #5</p>	<p>Staff Recognition</p>		
<p>Strategic Plan Goal Area</p>	<p>Partnerships</p>		
<p>Strategic Plan Performance Objectives</p>	<p>PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement</p>		
<p>Baseline Data</p>	<p>On the 2024 YVM survey, 15% of staff & teachers responded favorably to the question, "How often do you receive recognition for doing good work during the current school year?"</p>	<p>Identify if goal is required based on state or federal requirements, or other guidelines</p>	

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3 Year Performance Goal

On the 2027 YVM survey, 75% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	On the 2025 YVM survey, 50% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"
Annual Performance Goal Year 2 (2025-26)	On the 2026 YVM survey, 66% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"
Annual Performance Goal Year 3 (2026-27)	On the 2027 YVM survey, 75% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SCW-2.3-Develop and implement reward and recognition processes for all employees aligned to APS strategic priorities and performance objectives.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Collecting data) * Collect data on ways the staff feel appreciated	August Preservice week	Administration	During kickoff, administration will collect data on ways staff feel appreciated (Love Languages at Work activity)
Action 2 (Collecting data) *Administration will work with the Team Facilitators group to dig into the question, and learn more possible ways that staff and teachers can feel recognized	Sept-June ongoing	Administration	Determine what staff/teachers consider "recognition," and ways to be recognized within the school's sandbox.
Action 3 (Implementation) * Administration will use a variety of strategies to elicit positive feedback from students, parents, colleagues as well as improve their recognition of staff/teachers..	Sept-June ongoing	BFS, Sped team, administration	Administration will determine a plan of action after collecting informal data on possible reasons staff/teachers answered so low on this question

Progress Monitoring

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Strategic Plan - Measures - To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan - Key Performance Indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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)
Google Survey to staff/teachers regarding ways they feel recognized, how often they have been recognized		Google Survey to staff/teachers regarding ways they feel recognized, how often they have been recognized	YVM Survey results