

Nottingham - School Action Plan - 2024-25 to 2026-27
Principal: Eileen Gardner

Goal #1	Math - Proficiency 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 MATH SOL Black - Pass 50 % Hispanic - Pass 80 % EL - Pass 20% SWD - Pass 77 % Econ. Disadv - Pass 71 %	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 50% to at least a 69%, reducing the gap from 42% to 26%
- Hispanic - Increase pass rate from 80% to at least a 85%, reducing the gap from 12% to 9%
- EL - Increase pass rate from 20% to at least a 60%, reducing the gap from 72% to 34%
- SWD - Increase pass rate from 77% to at least a 83%, reducing the gap from 15% to 11%
- Econ Disadv. - Increase pass rate from 71% to at least a 79%, reducing the gap from 21% to 15%

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 50% to at least 59%, reducing the gap from 42% to 34% Hispanic - Increase pass rate from 80% to at least 82%, reducing the gap from 12% to 11% EL - Increase pass rate from 20% to at least 40%, reducing the gap from 72% to 40% SWD - Increase pass rate from 77% to at least 79%, reducing the gap from 15% to 14% Econ. Disadv. - Increase pass rate from 71% to at least 74%, reducing the gap from 21% 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 59% to at least a 65%, reducing the gap from 34% to 28% Hispanic - Increase pass rate from 82% to at least a 84%, reducing the gap from 11% to 10% EL - Increase pass rate from 40% to at least a 52%, reducing the gap from 53% to 42% SWD - Increase pass rate from 79% to at least a 81%, reducing the gap from 14% to 12% Econ Disadv. - Increase pass rate from 74% to at least a 77%, reducing the gap from 19% to 17%

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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 65% to at least a 69%, reducing the gap from 29% to 26% Hispanic - Increase pass rate from 84% to at least a 85%, reducing the gap from 10% to 9% EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 42% to 34% SWD - Increase pass rate from 81% to at least a 83%, reducing the gap from 13% to 11% Econ Disadv. - Increase pass rate from 77% to at least a 79%, reducing the gap from 17% to 15%</p>
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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) -	

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. * 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,	
<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,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <ul style="list-style-type: none"> * 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 4-6 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,	

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Professional Learning: Math Coach will attend and complete the course MRSp1 to become a math recovery specialist.	Sept - June, ongoing	Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
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Progress Monitoring

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

Goal #2	Reading - Opportunity Gaps - SOL
Strategic Plan Goal Area	Student 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	Spring 2024 READING SOL Black - Pass 100 % Hispanic - Pass 86% EL - Pass 50% SWD - Pass 80 % Econ Dis - Pass 67 %	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:

- Black - Maintain a pass rate of 100%
- Hispanic - Increase pass rate from 86% to at least 90%, maintaining a gap of 5%
- EL - Increase pass rate from 50% to at least 69%, reducing the gap from 29% to 26%
- SWD - Increase pass rate from 80% to at least 85%, reducing the gap from 10% to 9%
- Econ. Disadv. - Increase pass rate from 67% to at least 76%, reducing the gap from 21% to 19%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Maintain a pass rate of 100% Hispanic - Increase pass rate from 86% to at least 87%, reducing the gap from 7% to 6% EL - Increase pass rate from 50% to at least 59%, reducing the gap from 43% to 35% SWD - Increase pass rate from 80% to at least 82%, reducing the gap from 13% to 12% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 26% to 23%
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Maintain a pass rate of 100% Hispanic - Increase pass rate from 87% to at least 89%, reducing the gap from 7% to 6% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 35% to 29% SWD - Increase pass rate from 82% to at least 84%, reducing the gap from 12% to 11% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 26% to 23%
Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Maintain a pass rate of 100% Hispanic - Increase pass rate from 89% to at least 90%, maintaining a gap of 5% EL - Increase pass rate from 65% to at least 69%, reducing the gap from 29% to 26% SWD - Increase pass rate from 84% to at least 85%, reducing the gap from 10% to 9% Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 21% to 19%

Strategic Plan Strategies

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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) -	

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,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: Continued learning around CKLA, Core Phonics, and Lexia	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & AP will discuss professional growth opportunities during Beginning, Middle and End of Year meetings and reference frontline.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicator	KPI-SAGS-1.2-% of students passing the Reading SOL

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

Goal #3	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		
Baseline Data	On the 2024 Your Voice Matters Survey, students responded favorably to questions related to social, emotional and mental health in the categories of self management (77%), social awareness (64%), self-efficacy (64%), and growth mindset (54%).	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by ten percentage points from the 2023 SEL survey: Self management (88%), Social Awareness (79%), Self-Efficacy (76%) Growth mindset (70%)

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by eight percentage points (from the 2023 survey): Self management (86%), Social Awareness (77%), Self-Efficacy (74%) Growth mindset (68%)
Annual Performance Goal Year 2 (2025-26)	By June 2026, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by ten percentage points from the 2023 SEL survey: Self management (88%), Social Awareness (79%), Self-Efficacy (76%) Growth mindset (70%)
Annual Performance Goal Year 3 (2026-27)	By June 2027, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by ten percentage points from the 2023 SEL survey: Self management (88%), Social Awareness (79%), Self-Efficacy (76%) Growth mindset (70%)
Strategic Plan Strategies	

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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
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions

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 liaison 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	Classroom teachers, counselor, SEL Team	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. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize Coping Cat or C.A.T. Project	Sept-June, Ongoing	Classroom teachers, counselor, SEL Team, mental health providers, special education staff and service providers (to help teachers with ZoR or other strategies to help students regulate)\	
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	Classroom teachers, counselor, SEL Team, mental health providers, and service providers	
Professional Learning *School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings *Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	Sept-June, Ongoing	Classroom teachers, School counselor, SEL Team members	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Key Performance Indicator	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
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determine if goal was achieved	LGI-SWB-1.4-SEL Survey: Self-Management	Strategic Plan Key Performance Indicator	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 YVM Question)	SEL Survey	YVM

Goal #4	Engaged Workforce		
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		
Baseline Data	<p>On the 2024 Your Voice Matters Survey, 85% of staff and 68% of teachers responded favorably to questions related to social, emotional and mental health (eg: workplace climate) compared to the county-wide percentages of 61% and 56%.</p> <p>On the 2024 Your Voice Matters Survey, staff engagement was at 86% and teacher engagement was at 60% percentage points</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
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By June 2027, responses on the Your Voice Matters Survey (2022) will increase by at least 11% in reporting categories of staff engagement and workplace climate questions to 64% and 68% respectively.

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, responses on the Your Voice Matters Survey will increase by at least 8% in reporting categories of staff engagement and workplace climate questions to 61% and 65% respectively.
Annual Performance Goal Year 2 (2025-26)	By June 2026, responses on the Your Voice Matters Survey will increase by at least 10% in reporting categories of staff engagement and workplace climate questions to 63% and 67% respectively.
Annual Performance Goal Year 3 (2026-27)	By June 2027, responses on the Your Voice Matters Survey will increase by at least 11% in reporting categories of staff engagement and workplace climate questions to 64% and 68% respectively.
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SCW-1.2-Develop and implement a competency-based professional learning and evaluation framework with all staff members aligned to achieve the division's strategic priorities and objectives.

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: All instructional staff at Nottingham will participate in a personalized professional development	Sept-June	Instructional staff, instructional coaches, administrators	Principal & AP will monitor by reviewing SMART Goal progress and Frontline attendance
Action 2: Administrators will recommend professional development to staff to enhance their skill set and build capacity within our building, staff will identify areas of growth and strength in their beginning of year meetings and collaborate with colleagues to build in professional learning.	Sept-June	Administrators and Instructional Coaches	Principal & AP will monitor by reviewing SMART Goal progress and Frontline attendance

Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan Key Performance Indicator	KPI-SCW-2.1-% staff responding favorably to YVM category Engaged Workforce: Staff Engagement
			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)
	School-Based Survey		YVM

Goal #5	Partnerships
Strategic Plan Goal Area	Partnerships
Strategic Plan Performance Objectives	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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Baseline Data	In the 2024 Your Voice Matters Survey, 88% of families responded favorably to questions related to family engagement at Nottingham.	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, Nottingham families will respond 94% favorably on questions related to family and student engagement on the Your Voice Matters Survey

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, Families will respond 90% favorably on the Your Voice Matters survey on questions related to engagement
Annual Performance Goal Year 2 (2025-26)	By June 2026, Nottingham families will respond 93% favorably on questions related to family and student engagement on the Your Voice Matters
Annual Performance Goal Year 3 (2026-27)	By June 2027, Nottingham families will respond 94% favorably on questions related to family and student engagement on the Your Voice Matters

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-P-2.3-Build trust through consistent, open and transparent two-way communication.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Staff will use Parent Square to communicate school activities, student learning, and upcoming events.	Sept- June, ongoing	All Staff	Principal & AP will monitor staff use of Parent Square through review of Dashboard data
Action 2: Staff will invite families into the building for school-wide or grade-level events related to curriculum and instruction	Sept- June, ongoing	All Staff	Principal & AP will monitor by reviewing Invitations and Raptor sign-in

Progress Monitoring

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Strategic Plan Measures (Dropdown) - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicator	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
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)
	FACE CHECKLIST		YVM