

# Oakridge- School Action Plan - 2024-2025 to 2026-27

## Principal: Lynne Wright

<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>	Spr. 2024 SOL. - All students - 70% -Black - 56% pass -Hispanic - 60% pass -SWD- 23% pass -English Learners - 44% pass -Econ. Disadv. - 55% pass	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 - Achievement Gap - Math (VDOE School Quality Indicator)
<b>3 Year Performance Goal</b>			

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

- Increase the pass rate for Black from 56% to at least a 70%, reducing the current gap by 14% to 8%
- Increase the pass rate for Hispanic from 60% to at least a 71%, reducing the current gap by 10% to 7%
- Increase the pass rate for EL from 44% to at least a 66%, reducing the current gap by 26% to 12%
- Increase the pass rate for SWD from 23% to at least a 61%, reducing the current gap by 47% to 17%
- Increase the pass rate for ED from 55% to at least a 69%, reducing the current gap by 15% to 9%

### Annual Performance Goals

<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:  -Increase the pass rate for Black from 56% to at least a 63%, reducing the gap from 14% to 10%. -Increase the pass rate for Hispanic from 60% to at least a 64%, reducing the the gap from 10% to 9%. -Increase the pass rate for EL from 44% to at least a 55%, reducing the gap from 26% to 18% -Increase the pass rate for SWD from 23% to at least a 42%, reducing the gap from 47% to 31% -Increase the pass rate for ED from 55% to at least a 62%, reducing the gap from 15% to 11%.
<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:  -Increase the pass rate for Black from 63% to at least a 67%, reducing the current gap from 10% to 9% -Increase the pass rate for Hispanic from 64% to at least a 68%, reducing the current gap from 9% to 8% -Increase the pass rate for EL from 55% to at least a 62%, reducing the current gap from 18% to 14% -Increase the pass rate for SWD from 42% to at least a 53%, reducing the current gap from 31% to 23% -Increase the pass rate for ED from 62% to at least a 66%, reducing the current gap from 11% to 10%

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**Annual Performance Goal  
Year 3 (2026-27)**

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

- Increase the pass rate for Black from 67% to at least a 70%, reducing the current gap from 9% to 8%
- Increase the pass rate for Hispanic from 68% to at least a 71%, reducing the current gap from 8% to 7%
- Increase the pass rate for EL from 62% to at least a 66%, reducing the current gap from 14% to 12%
- Increase the pass rate for SWD from 53% to at least a 61%, reducing the current gap from 23% to 17%
- Increase the pass rate for ED from 66% to at least a 69%, reducing the current gap from 10% to 9%

### 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 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b></p> <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 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.</li> <li>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	<p>Sept - June, ongoing</p>	<p>Principal, AP, Math Coach, CLT, Teachers</p>	<p>Principal &amp; AP will support with ATSS, Math, SPED &amp; EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>*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)</li> <li>*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.</li> </ul>	<p>Sept - June, ongoing</p>	<p>Principal, AP, Math Coach, CLT, Teachers</p>	

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<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 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	Principal, AP, Math Coach, CLT, Teachers	
<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"	Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	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)
<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 3-5 SOL  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

<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>	Spr. 2024 SOL -Overall - 77% -Black - 70% pass -Hispanic - 55% pass -SWD- 35% pass -English Learners - 53% pass -Econ. Disadv. - 65% 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

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

- Increase the pass rate for Black from 70% to at least a 78%, reducing the current gap by 13% to 5%
- Increase the pass rate for Hispanic from 55% to at least a 69%, reducing the current gap by 22% to 14%
- Increase the pass rate for EL from 53% to at least a 68%, reducing the current gap by 24% to 15%
- Increase the pass rate for SWD from 35% to at least a 64%, reducing the current gap by 42% to 19%
- Increase the pass rate for ED from 65% to at least a 74%, reducing the current gap by 12% to 9%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  -Increase the pass rate for Black from 70% to at least a 73%, reducing the gap from 13% to 12% -Increase the pass rate for Hispanic from 55% to at least a 62%, reducing the gap from 22% to 17% -Increase the pass rate for EL from 53% to at least a 61%, reducing the gap from 24% to by 18% -Increase the pass rate for SWD from 35% to at least a 49%, reducing the gap from 42% to 30% -Increase the pass rate for ED from 65% to at least a 69%, reducing the gap from 12% to 11%
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  -Increase the pass rate for Black from 73% to at least a 76%, reducing the current gap from 6% to 6% -Increase the pass rate for Hispanic from 62% to at least a 66%, reducing the gap from 17% to 15%. -Increase the pass rate for EL from 61% to at least a 65%, reducing the current gap from 18% to 17%. -Increase the pass rate for SWD from 49% to at least a 58%, reducing the gap from 30% to 23% -Increase the pass rate for ED from 69% to at least a 72%, reducing the gap 10% to 10%
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  -Increase the pass rate for Black from 76% to at least a 78%, reducing the current gap by 5% to 5% -Increase the pass rate for Hispanic from 66% to at least a 69%, reducing the current gap by 15% to 14% -Increase the pass rate for EL from 65% to at least a 68%, reducing the current gap by 16% to 15% -Increase the pass rate for SWD from 58% to at least a 64%, reducing the current gap by 23% to 19% -Increase the pass rate for ED from 72% to at least a 74%, reducing the current gap by 9% to 9%

### 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.
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# Oakridge- School Action Plan - 2024-2025 to 2026-27

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<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</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.
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### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 Instruction: -Implement Systematic Core Phonics in with fidelity (Foundations in Grades K -3) -Implement CKLA in K-5 for language comprehension -Utilize Heggerty Phonological and Phonemic for phonics instruction (K-2)	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
Tier 2 Instruction: -Lexia recommended usage for structured literacy at students level -Practice in decodable texts - grades 4-5 -Lexia English for EL 1 and EL 2 based on need	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
Tier 3 Intervention:  -Explicit and systematic literacy lessons based on the Science of Reading in addition to core ELA block -Multisensory decoding/encoding lessons; repeated opportunities for practice -Utilize 95% Phonics Lesson Library and other explicit, systematic phonics interventions	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
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 participate in county-wide training for core instruction (Foundations, CKLA, Lexia, 95% Lesson Library)	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP - weekly coaching check-ins, collaborating with weekly CLT's

### Progress Monitoring

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.2-% of students passing the Reading 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>

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<b>School level-</b> K-3 VALLSS 3-5 NWEA  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	<b>School level-</b> K-3 VALLSS 3-5 NWEA  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	<b>School level-</b> K-3 VALLSS 3-5 NWEA  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	<b>School level-</b> K-3 VALLSS 3-5 NWEA 3-5 SOL  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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<b>Goal #3</b>	<b>Chronic Absenteeism</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
<b>Baseline Data</b>	2023-2024, Oakridge has chronic absenteeism at 17.3%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2027, reduce chronic absenteeism to at least 12%.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, reduce chronic absenteeism to at least 15%.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, reduce chronic absenteeism to at least 13.5%.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, reduce chronic absenteeism to at least 12%.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			

## Oakridge- School Action Plan - 2024-2025 to 2026-27

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Create an Attendance Task Force to monitor student attendance, tardies, etc. for patterns and quantity of each; contact families about trends for their students to understand underlying causes of tardies/absenteeism and offer assistance as needed.	Sept-June, Ongoing	Admin, Student Support Staff, School leadership team	Principal, AP will support-will monitor by conducting walkthroughs and observations and attending CLTs.
Action 2: Frequent communications to Oakridge community about the importance of attendance (in weekly newsletters)	Sept-June, Ongoing	Admin, Student Support Staff, School leadership team	
Action 3: Individualized attendance plans with incentives and rewards (for students with chronic absenteeism)	Sept-June, Ongoing	Admin, Student Support Staff, School leadership team	
Build teacher capacity through professional learning * Provide staff with training opportunities on how to support students and families on how to improve attendance rates.	1-2) Sept-June, Ongoing	Admin, School leadership team	

### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	
		KPI-SWB-2.2-% of students who are chronically absent by school	
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)
Attendance Data	Attendance Data	Attendance Data	Attendance Data

Goal #4	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

# Oakridge- School Action Plan - 2024-2025 to 2026-27

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<b>Baseline Data</b>	On the 2024 YVM, 81% favorable on Family Engagement	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
On the 2027 YVM survey, at least 90% of families at our school will respond favorably on Partnerships: Family engagement.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	On the 2025 YVM survey, at least 85% of the families at our school will respond favorably on Partnerships: family engagement		
<b>Annual Performance Goal Year 2 (2025-26)</b>	On the 2026 YVM survey, at least 87% of the families at our school will respond favorably on Partnerships: Family engagement.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	On the 2027 YVM survey, at least 90% of the families at our school will respond favorably on Partnerships: Family engagement.		
<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>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<b>Action 1 (Welcoming All Families)</b> *Oakridge will focus on Component 7: Bridging Difference of Race, Class & Culture, specifically: * Parents of all backgrounds are engaged in planning school activities and events * Interpreters are available for meetings and events * Continue ongoing Professional Learning on unconscious bias and practices that produce inequity	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with FACE coordinator and PTA school coordinator
<b>Action 2 (Communicating Effectively):</b> * 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. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with FACE coordinator and PTA school coordinator



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<b>Action 3 (Student Success):</b> * Oakridge will focus on engaging and educating families on Families and Community Engagement (FACE) initiative and related practices to strengthen family and community engagement		Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with FACE coordinator and PTA school coordinator
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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 Indicators</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>
FACE Checklist		FACE Checklist	YVM

### Goal #5

### Engaged Workforce

<b>Strategic Plan Goal Area</b>	Student Centered Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
<b>Baseline Data</b>	2024 YVM Engaged Workforce: Staff Engagement - 74% favorable response (+19% from 2022) Engagement Workforce: Workplace Climate - 70% favorable response (+18% from 2022)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

#### 3 Year Performance Goal

On the 2027 YVM survey, at least 83% of staff at our school will respond favorably on Staff Engagement & Workplace Climate

#### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	On the 2025 YVM survey, at least 75% of staff at our school will respond favorably on Staff Engagement & Workplace Climate
<b>Annual Performance Goal Year 2 (2025-26)</b>	On the 2026 YVM survey,, at least 80% of staff at our school will respond favorably on Staff Engagement & Workplace Climate
<b>Annual Performance Goal Year 3 (2026-27)</b>	On the 2027 YVM survey, at least 83% of staff at our school will respond favorably on Staff Engagement & Workplace Climate

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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
One on one admin / staff check ins BOY, MOY, EOY with focus on strengtening the level of detail provided to staff in their evaluations	Sept-June	Admin	Principal and Asst. Principal
Staff survey to measure engagement/climate MOY, EOY	Sept-June	Instructional Lead Teacher	Principal and Asst. Principal bi-weekly lead teacher meetings
Teacher recognition - staff feature in newsletter, compliment "box"	Sept-June	Admin, Instructional Lead Teacher, Coaches	Weekly leadership team meetings

### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators	Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
LGI-SCW-2.1-YVM Staff: Workplace Climate	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate KPI-SCW-2.1-% staff responding favorably to YVM category Engaged Workforce: Staff Engagement				
LGI-SCW-2.2-YVM Staff: Staff Engagement					
			Staff Survey		YVM