

# Taylor - School Action Plan - 2024-25 to 2026-27

## Principal: Katie Madigan

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 - Math SOL  <b>Black</b> - 70% <b>EL</b> - 68% <b>SWD</b> - 54% <b>Econ. Disadv.</b> - 68%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
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 70% to at least 78%, reducing the gap from 19% to 14% EL - Increase pass rate from 68% to at least 77%, reducing the gap from 21% to 15% SWD - Increase pass rate from 54% to at least 69%, reducing the gap from 35% to 23% Econ. Disadv. - Increase pass rate from 68% to at least 77%, reducing the gap from 21% to 15%			
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:  <b>Black</b> - Increase pass rate from 70% to at least 73%, reducing the gap from 19% to 17% <b>EL</b> - Increase pass rate from 68% to at least 71%, reducing the gap from 21% to 19% <b>SWD</b> - Increase pass rate from 54% to at least 62%, reducing the gap from 35% to 29% <b>Econ. Disadv.</b> - Increase pass rate from 68% to at least 71%, reducing the gap from 21% to 19%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 73% to at least 76%, reducing the gap from 17% to 15% <b>EL</b> - Increase pass rate from 71% to at least 74%, reducing the gap from 19% to 17% <b>SWD</b> - Increase pass rate from 62% to at least 65%, reducing the gap from 28% to 26% <b>Econ. Disadv.</b> - Increase pass rate from 71% to at least 74%, reducing the gap from 19% to 17%		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 76% to at least 78%, reducing the gap from 15% to 14% <b>EL</b> - Increase pass rate from 74% to at least 77%, reducing the gap from 17% to 15% <b>SWD</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 26% to 23% <b>Econ. Disadv.</b> - Increase pass rate from 74% to at least 77%, reducing the gap from 17% to 15%		

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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>	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
<b>Tier 1</b> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Unpack new standards using curriculum documents * 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, RTG	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR, 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, RTG	
<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, AVMR) * 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. *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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, RTG	
<b>Professional Learning:</b> *Build common language around instructional planning using learning targets, tasks, scaffolds and evidence of student learning. *Use professional learning days to renorm around our math instruction and the componenets of math workshop to support teams in planning collaboratively in their CLTs.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

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#### Progress Monitoring

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

<b>Goal #2</b>	<b>Reading - Proficiency Gaps - 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>	<b>Spring 2024 - SOL - English</b>  Black - Pass 70% (opp. gap 21%) SWD - Pass 66% (opp. gap 25%) Econ. Disadv - Pass 74% (opp. gap 17%)	<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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**READING SOL** By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

**Black** - Increase pass rate from 70% to at least 78%, reducing the gap from 21% to 16%

**SWD** - Increase pass rate from 66% to at least 75%, reducing the gap from 25% to 18%

**Econ. Disadv.** - Increase pass rate from 74% to at least 81%, reducing the gap from 17% to 12%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 70% to at least 73%, reducing the gap from 21% to 19%</p> <p><b>SWD</b> - Increase pass rate from 66% to at least 69%, reducing the gap from 25% to 23%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 74% to at least 77%, reducing the gap from 17% to 15%</p>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 73% to at least 76%, reducing the gap from 17% to 19%</p> <p><b>SWD</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 23% to 20%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 77% to at least 79%, reducing the gap from 15% to 14%</p>
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 76% to at least 78%, reducing the gap from 17% to 15%</p> <p><b>SWD</b> - Increase pass rate from 72% to at least 75%, reducing the gap from 21% to 18%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 79% to at least 81%, reducing the gap from 14% to 12%</p>

### 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>	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
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension *Language Studio *Implement and unpack new standards * Incorporate writing tasks weekly with feedback	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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<p>Tier 2:</p> <ul style="list-style-type: none"> <li>*Lexia recommended usage for structured literacy at students level</li> <li>*Lexia English for EL 1 and EL 2</li> <li>*PLL use for intervention</li> <li>*Monitor DIBELS data for Tier 2 students</li> <li>*Record intervention data into DDS and spreadsheet</li> </ul>	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.
<p>Tier 3:</p> <ul style="list-style-type: none"> <li>* Structured literacy lessons in addition to core ELA block</li> <li>* Multisensory decoding/encoding lessons; repeated opportunities for practice</li> <li>*Monitor DIBELS data for Tier 3 students</li> <li>*Record intervention data into DDS and spreadsheet</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<p><b>Professional Learning</b></p> <p>Continue to provide professional learning in grade level teams based on the needs of the team Implement common planning documents and practices to support teams in working collaboratively</p>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

### Progress Monitoring

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	KPI-SAGS-1.1-% of students passing the Gr. 3 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)
<p><b>School level-</b> VALLSS NWEA MAP Growth</p> <p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p><b>School level-</b> VALLSS NWEA MAP Growth</p> <p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p><b>School level</b> VALLSS NWEA MAP Growth</p> <p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>

<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

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<b>Baseline Data</b>	2024 YVM - 58% of students responded favorably to YVM category - Student Well-Being: Social, Emotional, and Mental Health	<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, at least 75% of students will respond favorably to the YVM category: Student Well-Being: Social, Emotional, and Mental			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 65% of students will respond favorably to the YVM category: Student Well-Being: Social, Emotional, and Mental		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 70% of students will respond favorably to the YVM category: Student Well-Being: Social, Emotional, and Mental		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 75% of students will respond favorably to the YVM category: Student Well-Being: Social, Emotional, and Mental		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	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		
<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>
Tier 1 * Implement SEL curricular resource (RC) * Foster strong student-teacher relationships * Deliver 20-30 minutes daily of explicit SEL instruction * Increase bullying prevention lessons * Identify a baseline for LGBTQ students' sense of belonging * 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 * 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 * Continue 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 * Continue 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	

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<b>Professional Learning</b> 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	
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#### Progress Monitoring

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

<b>Goal #4</b>	<b>Engaged Workforce</b>		
<b>Strategic Plan Goal Area</b>	Operational Excellence		
<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> 38% staff and 43% of teachers responded favorably to the YVM question, “How much has the professional development 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, at least 60% of staff and 85% of teachers will respond favorably to the YVM question, “How much has the professional development you’ve received at your school improved your professional practice?”			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 43% of staff and 55% of teachers will respond favorably to the YVM question, “How much has the professional development you’ve received at your school improved your professional practice?”		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 50% of staff and 70% of teachers will respond favorably to the YVM question, “How much has the professional development you’ve received at your school improved your professional practice?”		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 60% of staff and 85% of teachers will respond favorably to the YVM question, “How much has the professional development you’ve received at your school improved your professional practice?”		
<b>Strategic Plan Strategies</b>			

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<b>Strategic Plan Strategies- PRIMARY</b>	S-SCW-1.1-Develop a comprehensive vision and definition of quality professional learning in APS.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
*Build common language for professional learning and professional development	Sept- June, ongoing	Principal & AP	Principal & AP will monitor by developing and reviewing plans for staff recognition.
*Provide coaching and feedback on teacher selected high leverage moves	Sept- June, ongoing	Principal & AP	Principal & AP will monitor by keeping tallies of walkthroughs completed
*build collective efficacy of teams, through structured support and instructional feedback	Sept- June, ongoing	Principal & AP	Principal & AP will monitor by developing and reviewing plans for staff feedback and collecting anecdotal evidence from staff on opportunities provided
	Sept- June, ongoing	Principal & AP, Coaches	Principal & AP will monitor by reviewing feedback provided to ensure it is specific, timely and actionable.

#### 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 Key Performance Indicators</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>
	November Staff survey		YVM & June Staff survey

## Goal #5

## Partnerships

Strategic Plan Goal Area

Partnerships



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<b>Strategic Plan Performance Objectives</b>	PO-P-3-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
<b>Baseline Data</b>	2024 YVM - 83% responded favorable to the YVM category, Partnerships:Family Engagement	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2026, increase % favorable response on Partnerships:Family Engagement on the Your Voice Matters survey from 88% to 90%.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, increase % favorable response on Partnerships:Family Engagement on the Your Voice Matters survey from 83% to 86%.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, increase % favorable response on Partnerships:Family Engagement on the Your Voice Matters survey from 86% to 88%.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, increase % favorable response on Partnerships:Family Engagement on the Your Voice Matters survey from 88% to 90%.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-2.1-Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-2.3-Build trust through consistent, open and transparent two-way communication.		
<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> *Continued working on embedding culturally responsive teaching and implicit bias practices in staff meetings	Sept- June, ongoing	Admin, All Staff, DEI leads training	Principal & APs will monitor by working collaboratively with DEI on training
<b>Action 2 (Communicating Effectively):</b> * Utilize ParentSquare as a tool to support staff 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. * Explore what effective communication looks like for your staff and family partnerships.	Sept- June, ongoing	Admin, All Staff, DEI leads training	Principal & AP will monitor by periodically reviewing staff us of Parent Square.

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<b>Action 3 (Student Success):</b> Support students in K - 5 achieve academic success by collaborating with families so that they are informed about what their students are learning in K-5 using the new standards based report card to provide parents with tips and resources to help understand their student's progress, understanding areas of support and mastery. * Review the school's family engagement practice to identify alignment to School Action Plan & our families' needs.	Sept- June, ongoing	Admin, All Staff, DEI leads training	Principal & APs will monitor by reviewing schedule of planned activities and check-in meetings with staff involved in the planning and delivery
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### Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	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)
	School Created Survey		YVM