

Cardinal- School Action Plan - 2025-26 to 2027-28

Principal: Colin Brown

Goal #1	Math - SOL			
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.			
Strategic Plan Goal Area	Student Academic Growth & Success			
Baseline Data	Spring 2024 - Math SOL (93%) Black - 56% pass rate Hispanic 68% pass rate EL 50% pass rate SWD 66% pass rate Econ. Disadv 45% pass rate	Spring 2025 - Math SOL (93%) Black - 71% pass rate Hispanic 65% pass rate EL 48% pass rate SWD 65% pass rate Econ. Disadv 66% pass rate	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal				
MATH SOL By 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 (Spr. 2024 pass rate) 56% to at least 75%, reducing the gap from 37% to 17% Hispanic - Increase pass rate from (Spr. 2024 pass rate) 68% to at least 70%, reducing the gap from 25% to 23% EL - Increase pass rate from (Spr. 2024 pass rate) 50% to at least 55%, reducing the gap from 43% to 37% SWD - Increase pass rate from (Spr. 2024 pass rate) 66% to at least 72%, reducing the gap from 27% to 21% Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 45% to at least 72%, reducing the gap from 48% to 21%				
Annual Performance Goals				
Annual Performance Goal Year 1 (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 71% to at least 73%, reducing the gap from 22% to 19% Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap from 28% to 25% EL - Increase pass rate from 48% to at least 52%, reducing the gap from 45% to 41% SWD - Increase pass rate from 65% to at least 69%, reducing the gap from 28% to 24% Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 27% to 24%			
Annual Performance Goal Year 2 (2026-27)	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 73% to at least 75%, reducing the gap from 19% to 17% Hispanic - Increase pass rate from 68% to at least 70%, reducing the gap from 25% to 23% EL - Increase pass rate from 52% to at least 56%, reducing the gap from 41% to 37% SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 21% Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 21%			

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Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 75% to at least 77%, reducing the gap from 17% to 15% Hispanic - Increase pass rate from 70% to at least 72%, reducing the gap from 23% to 21% EL - Increase pass rate from 55% to at least 59%, reducing the gap from 37% to 33% SWD - Increase pass rate from 72% to at least 74%, reducing the gap from 21% to 19% Econ. Disadv. - Increase pass rate from 72% to at least 74%, reducing the gap from 21% to 19%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources (Pilot IXL). * 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. * Place priority on test preparation and testing environment.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal, AP, and coaches will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly during the intervention block using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and support teachers to target identified needs. Identify target areas 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, and coaches will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * 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 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and SPED staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal, AP, and coaches will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Professional Learning: Participation in county-led PD offerings including: Bridges Intervention training, Math Workshop training, Math Content Academies/Math Institute (if offered), MAP Growth data analysis training, Mastery Connect implementation; In-house opportunities: coaching cycles, CLT trainings on Math Workshop structures, small group intervention strategies and structures, and Building Fact Fluency		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal, AP, and coaches will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Progress Monitoring				
Strategic Plan Measures 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 - 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 - Reading SOL 93% Black - Pass 56% Hispanic - Pass 68% EL - Pass 50% SWD - Pass 66% Econ. Disadv - Pass 45%	Spring 2025 - Reading SOL 91% Black - Pass 86% Hispanic - Pass 65% EL - Pass 32% SWD - Pass 62% Econ. Disadv - Pass 57%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal				

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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 (Spr. 2024 pass rate) 56% to at least 89%, reducing the gap from 37% to 2%

Hispanic - Increase pass rate from (Spr. 2023 pass rate) 68% to at least 72%, reducing the gap from 25% to 19%

EL - Increase pass rate from (Spr. 2023 pass rate) 50% to at least 45%, reducing the gap from 43% to 45% (Note change is EL scores in 2025)

SWD - Increase pass rate from (Spr. 2023 pass rate) 66% to at least 69%, reducing the gap from 27% to 22%

Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 45% to at least 64%, reducing the gap from 48% to 27%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: Black - Increase pass rate from 86% to at least 88%, reducing the gap from 5% to 3% Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 26% to 22% EL - Increase pass rate from 32% to at least 40%, reducing the gap from 58% to 50% SWD - Increase pass rate from 62% to at least 66%, reducing the gap from 29% to 25% Econ. Disadv. - Increase pass rate from 57% to at least 61%, reducing the gap from 34% to 30%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: Black - Increase pass rate from 88% to at least 89%, reducing the gap from 3% to 2% Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 22% to 19% EL - Increase pass rate from 40% to at least 45%, reducing the gap from 50% to 45% SWD - Increase pass rate from 66% to at least 69%, reducing the gap from 25% to 22% Econ. Disadv. - Increase pass rate from 61% to at least 64%, reducing the gap from 30% to 27%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: Black - Increase pass rate from 68% to at least 70%, reducing the gap from 25% to 23% Hispanic - Increase pass rate from 72% to at least 75%, reducing the gap from 19% to 16% EL - Increase pass rate from 45% to at least 50%, reducing the gap from 45% to 40% SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 22% to 19% Econ. Disadv. - Increase pass rate from 64% to at least 67%, reducing the gap from 27% to 24%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for knowledge building and language comprehension * Implement consistent collaboration between coaches, EL teachers, SPED teachers, and classroom teachers * CLTs will continue to review performance data and identify students in need of remediation & extension * Place priority on test preparation and testing environment.	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	Principal, AP, and coaches will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Small group targeted instruction for EL 1 and EL 2 (as needed) * Targeted small group instruction based on need during the intervention block * VALLSS progress monitoring implementation for grades K-5	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Targeted small group instruction based on need * Implement reading plans with fidelity	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	
Professional Learning 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 *Utilize research-based small group resources (UFLI), Writing Revolution, etc.	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	

Strategic Plan Measures 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
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)

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School level- NWEA Reading 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 Reading VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA Reading VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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Goal #3	EL Progress		
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	ACCESS 2.0 - EL Progress – SY 2024-25 (21 students) 52.5% EL - Pass rate from (Spr. 2023 pass rate) 50% Reading SOL- 2024-25 - (22 students) 32%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, opportunity gap on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: EL - Increase pass rate from (Spr. 2025 pass rate) 32% to at least 50%, reducing the gap from 58% to 40%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, EL - Increase pass rate from 32% to at least 40%, reducing the gap from 58% to 50%		
Annual Performance Goal Year 2 (2026-27)	By 2027, EL - Increase reading SOL pass rate from 40% to at least 45%, reducing the gap from 50% to 45%		
Annual Performance Goal Year 3 (2027-28)	By 2028, EL - Increase reading SOL pass rate from 45% to at least 50%, reducing the gap from 45% to 40%		
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) -			

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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 knowledge building and language comprehension * Implement consistent collaboration between coaches, EL teachers, SPED teachers, and classroom teachers * CLT's will continue to review performance data and identify students in need of remediation & extension * Place priority on test preparation and testing environment.	Sept-June, Ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	Principal, AP, and coaches 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 * Small group targeted instruction for EL 1 and EL 2 (as needed) * Targeted small group instruction based on need during the intervention block * VALLSS progress monitoring implementation for grades K-5	Sept-June, Ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	
Tier 3: * Structured literacy lessons in addition to regular tier 1 instruction * Multisensory decoding/encoding lessons; repeated opportunities for practice * Targeted small group instruction based on need with EL teachers * Enhanced vocabulary instruction Professional Learning Build teacher capacity through: -Coaching by EL teachers to support implementation of instructional practices and data analysis -Structures to support development of collective efficacy within the CLT/Grade Level -Provide teachers with ACCESS testing awareness through PD -EL Office provide PD	Sept-June, Ongoing August for initial training, Sept-June, Ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Performance Objectives	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)

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School level- NWEA Reading 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 Reading VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA Reading VALLSS ACCESS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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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		
Baseline Data	Spr. 2025 YVM I see people like me in the lessons, books, and stories at school. Overall 65%, Hispanic 50%, White 65%, Other 72%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By 2027, 75% of students will see people like themselves in lessons, books, and stories at school.

Annual Performance Goals				
Annual Performance Goal Year 1 (2025-26)	By 2026, 70% of students will see people like themselves in lessons, books, and stories at school.			
Annual Performance Goal Year 2 (2026-27)	By 2027, 75% of students will see people like themselves in lessons, books, and stories at school.			
Annual Performance Goal Year 3 (2027-28)	By 2028, 80% of students will see people like themselves in lessons, books, and stories at school.			
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) -				
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation

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* Survey an inventory of current books supplies in classrooms, specials, and library * Purchase and provide books supplies based on inventory * Create professional development related to diversity in instruction * Increase instruction with diverse materials that reflect the student population * Encourage student voice and choice-Let students choose books that reflect their identities or interests and share their perspectives * Involve families in reading initiatives and cultural heritages (book fair, mystery reader, cultural heritage months) * Increase awareness of Neurodiversity Celebration Week	Sept-June ongoing	Admin team, Lead Teacher Team, Coaching Team. Librarian, SEL team, PTA	Principal, AP, and coaches will support with SEL team - will monitor by conducting walkthroughs and observations and attending CLTs.
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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan Performance Objectives	KPI-SWB-1.4-% of students responding favorably to YVM school climate question, "Overall, how much do you feel like you belong at your school?": 4th-5th & 6-12th*
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)
Staff meeting working agreement	Staff Meeting Check-in, Classroom check-in	Exit tickets, anecdotal records (SEL lessons, morning meeting)	YVM

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	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.		
Baseline Data	Spring 2025 YVM: "My student's school offers a variety of family engagement activities to support their academic progress beyond back to school night or parent teacher conferences." 93%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, maintain at least 93% of Cardinal families responding favorably on the family engagement segment on the YVM survey. "My student's school offers a variety of family engagement activities to support their academic progress beyond back to school night or parent teacher conference."			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2025-26)	By 2026, maintain at least 93% of Cardinal families responding favorably on the family engagement segment on the YVM survey. "My student's school offers a variety of family engagement activities to support their academic progress beyond back to school night or parent teacher conference."			
Annual Performance Goal Year 2 (2026-27)	By 2027, maintain at least 93% of Cardinal families responding favorably on the family engagement segment on the YVM survey. "My student's school offers a variety of family engagement activities to support their academic progress beyond back to school night or parent teacher conference."			
Annual Performance Goal Year 3 (2027-28)	By 2028, maintain at least 93% of Cardinal families responding favorably on the family engagement segment on the YVM survey. "My student's school offers a variety of family engagement activities to support their academic progress beyond back to school night or parent teacher conference."			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-P-2.1-Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Increase academic and social emotional learning opportunities provided by staff for parents at PTA and other meetings.		Sept-June ongoing	PTA executive board, Mental Health Team, admin team, classroom teachers	Principal & AP will monitor through developing PTA agendas that include academic and SEL opportunities and check-in meetings with staff who are presenting.
Continue to offer virtual options for SST and other student support meetings.		Sept-June ongoing	PTA executive board, Mental Health Team, admin team, classroom teachers	Principal & AP will monitor through participation in SST, PTA and PT Conferences to ensure virtual options are provided
Continue to offer multiple information opportunities (park meet and greets, school information sessions, rising grade level parent orientation sessions, PTA meetings, the Book Fair, Family Science Night, the annual art show, Kaleidoscope Day, Purple Star event, Diversity Equity Inclusion session for parents, and other meetings.		Sept-June ongoing	PTA executive board, Mental Health Team, admin team, classroom teachers	Principal & AP will monitor by developing and reviewing plans to engage families
Progress Monitoring				
Strategic Plan Measures 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	

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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-Based Survey		YVM