

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

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 2025 MATH SOL Overall - pass 97% Asian - pass 100% White - pass 97% Multiple Races - 100% Black - No test takers Hispanic - Pass 90% EL - Pass 86% SWD - Pass 90% Econ. Disadv - Pass 82%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 90% to at least a 95%, reducing the gap from 7% to 2% EL - Increase pass rate from 86% to 90%, reducing the gap from 11% to 8% SWD - Increase pass rate from 90% to at least a 95%, reducing the gap from 7% to 2% Econ Disadv. - Increase pass rate from 82% to at least a 90%, reducing the gap from 15% to 7% Advanced Academics - Increase pass advanced rate for students gifted in math from 63% to 74%.			
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: Hispanic - Increase pass rate from 90% to at least a 92%, reducing the gap from 7% to 5% EL - Increase pass rate from 86% to 87%, reducing the gap from 11% to 10% SWD - Increase pass rate from 90% to at least a 92%, reducing the gap from 7% to 5% Econ Disadv. - Increase pass rate from 82% to at least a 85%, reducing the gap from 15% to 12% Gifted in Math - Increase advanced rate from 63% to 67%		

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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: Hispanic - Increase pass rate from 92% to at least a 93%, reducing the gap from 5% to 4% EL - Increase pass rate from 87% to 89%, reducing the gap from 10% to 9% SWD - Increase pass rate from 92% to at least a 94%, reducing the gap from 5% to 3% Econ Disadv. - Increase pass rate from 85% to at least a 88%, reducing the gap from 12% to 9% Advanced Academics - Increase pass advanced rate for students gifted in math from 67% to 71%.			
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: Hispanic - Increase pass rate from 93% to at least a 95%, reducing the gap from 4% to 2% EL - Increase pass rate from 89% to 90%, reducing the gap from 9% to 8% SWD - Increase pass rate from 94% to at least a 95%, reducing the gap from 3% to 2% Econ Disadv. - Increase pass rate from 88% to at least a 90%, reducing the gap from 9% to 7% Gifted in Math - Increase advanced rate from 71% to 74%			
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
Tier 1 * 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,	

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Tier 2 *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.
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 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,	
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

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"

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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.		
Baseline Data	Spring 2025 READING SOL Overall - pass 96% Asian - 94% White - pass 98% Multiple Races - 100% Black - No test takers Hispanic - Pass 78% EL - Pass 75% SWD - Pass 86 % Econ Dis - Pass 80 %	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 78% to at least 85%, reducing the gap from 18% to 11%
 EL - Increase pass rate from 75% to at least 82%, reducing the gap from 21% to 19%
 SWD - Increase pass rate from 86% to at least 90%, reducing the gap from 10% to 1%
 Econ. Disadv. - Increase pass rate from 80% to at least 85%, reducing the gap from 16% to 6%
 Advanced Academics - Increase advanced rate for students identified as gifted in reading from 50% to 65%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 78% to at least 80%, reducing the gap from 18% to 16% EL - Increase pass rate from 75% to at least 78%, reducing the gap from 21% to 19% SWD - Increase pass rate from 86% to at least 87%, reducing the gap from 10% to 9% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 16% to 14% Advanced Academics - Increase advanced rate for students gifted in reading from 50% to 55%

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Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 80% to at least 82%, reducing the gap from 16% to 15% EL - Increase pass rate from 75% to at least 78%, reducing the gap from 18% to 17% SWD - Increase pass rate from 87% to at least 89%, reducing the gap from 9% to 8% Econ. Disadv. - Increase pass rate from 82% to at least 84%, reducing the gap from 14% to 13% Advanced Academics - Increase advanced pass rate for students gifted in reading from 55% to 60%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 82% to at least 85%, reducing the gap from 15% to 13% EL - Increase pass rate from 80% to at least 82%, reducing the gap from 17% to 15% SWD - Increase pass rate from 89% to at least 90%, reducing the gap from 8% to 7% Econ. Disadv. - Increase pass rate from 84% to at least 85%, reducing the gap from 13% to 12% Advanced Academics - Increase advanced pass rate for students gifted in reading from 60% to 65%		
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
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 * Lexia Power Up (5th grade)	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.

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Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Sunday	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, Lexia, and Sunday	Sept-June, ongoing	Admin, All Teachers, 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
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]

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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 2025 Social Emotional survey, students responded favorably to questions related to social, emotional and mental health in the categories of: Self-Management 81% (77% 2024) Social -Awareness 68% (64% 2024) Self-Efficacy 72% (64% 2024) Growth Mindset 56% (54% 2024)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by the following percentage points from the 2025 SEL survey: Self Management from 81% to 90% Social Awareness from 68% to 78% Self-Efficacy from 72% to 80% Growth Mindset from 56% to 66%			
Annual Performance Goals			
Annual Performance Goal Year 1 (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 the following percentage points from the 2025 SEL survey: Self management from 81% to 85% Social Awareness from 68% to 72% Self-Efficacy from 72% to 75% Growth mindset from 56% to 59%		
Annual Performance Goal Year 2 (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 the following percentage points from the 2025 SEL survey: Self management from 85% to 88% Social Awareness from 72% to 75% Self-Efficacy from 75% to 78% Growth mindset from 59% to 63%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by the following percentage points from the 2025 SEL survey: Self management from 88% to 90% Social Awareness from 75% to 78% Self-Efficacy from 78% to 80% Growth mindset from 63% to 66%		
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 Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.2-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 * 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 * 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 *Incorporate discussion about SEL into team meeting and CLT agendas *Build consistent, school-wide language around the 4 areas in SEL: self-management, social awareness, self efficacy, and growth mindset	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 * School-based mental and behavioral health team 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.) *Design SMART goal for teacher capacity building around SEL	Sept-June, Ongoing	Classroom teachers, School counselor, SEL Team members		
Progress Monitoring				

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Strategic Plan Measures (Dropdown) - To determine if goal was achieved	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
	LGI-SWB-1.4-SEL Survey: Self-Management		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	On the 2025 Your Voice Matters Survey (YVM), 91% of staff responded favorably on Staff Engagement compared to the county-wide percentages of 81% On the 2025 YVM, 84% of staff responded favorably on Workforce Climate compared to the county-wide percentages of 80%	Identify if goal is required based on state or federal requirements, or other guidelines	
2			

By June 2028, responses on the Your Voice Matters Survey will increase by the following percentage points in reporting categories of staff engagement and workplace climate questions to 84% and 90% respectfully.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, responses on the Your Voice Matters Survey will increase by the following percentage points in reporting categories of staff engagement and workplace climate questions to 84% and 86% respectfully.
Annual Performance Goal Year 2 (2026-27)	By June 2027, responses on the Your Voice Matters Survey will increase by by the following percentage points in reporting categories of staff engagement and workplace climate questions to 86% and 88% respectfully.
Annual Performance Goal Year 3 (2027-28)	By June 2028, responses on the Your Voice Matters Survey will increase by the following percentage points in reporting categories of staff engagement and workplace climate questions to 88% and 90% respectfully.

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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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
*Build system to ensure staff feel they can openly communicate their concerns *Conduct assessment and take actionable steps to ensure staff feel supported by administrators who oversee/evaluate their work	Sept-June	Instructional staff, instructional coaches. administrators	Assess current reasons and develop steps to improve responses to this question
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

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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			
Baseline Data	In the 2025 Your Voice Matters Survey, 96% 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		
3 Year Performance Goal				
By June 2028, Nottingham families will maintain a response of at least 96% favorably on questions related to family and student engagement on the Your Voice Matters Survey				
Annual Performance Goals				
Annual Performance Goal Year 1 (2025-26)	By June 2026, Nottingham families will maintain a response of at least 96% favorably on questions related to family and student engagement on the Your Voice Matters Survey			
Annual Performance Goal Year 2 (2026-27)	By June 2027, Nottingham families will maintain a response of at least 96% favorably on questions related to family and student engagement on the Your Voice Matters Survey			
Annual Performance Goal Year 3 (2027-28)	By June 2028, Nottingham families will maintain a response of at least 96% favorably on questions related to family and student engagement on the Your Voice Matters Survey			
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	

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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				
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	