

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Goal #1	Math - 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 - SOL Black - Pass 63% (opp. gap 21%) Hispanic - Pass 78% (opp. gap 6%) EL -Pass 69% (opp. gap 15%) SWD Pass 67% (opp. gap 17%) Econ. Disadv Pass 74% (opp. gap 10%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
Black - Increase pass rate from 63% to at least a 73%, reducing the gap from 21% to 15% Hispanic - Increase pass rate from 78% to at least a 84%, reducing the gap from 6% to 4% EL - Increase pass rate from 69% to at least a 77%, reducing the gap from 15% to 11% Econ Disadv. - Increase pass rate from 74% to at least a 81%, reducing the gap from 10% to 7%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 63% to at least a 67%, reducing the gap from 21% to 19% Hispanic - Increase pass rate from 78% to at least a 80%, reducing the gap from 6% to 5% EL - Increase pass rate from 69% to at least a 72%, reducing the gap from 15% to 14% Econ. Disadv. - Increase pass rate from 74% to at least a 77%, reducing the gap from 10% to 9%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 67% to at least a 70%, reducing the gap from 19% to 17% Hispanic - Increase pass rate from 80% to at least a 82%, reducing the gap from 6% to 5% EL - Increase pass rate from 72% to at least a 75%, reducing the gap from 14% to 12% Econ Disadv. - Increase pass rate from 77% to at least a 79%, reducing the gap from 9% to 8%		

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency 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 a 73%, reducing the gap from 17% to 15% Hispanic - Increase pass rate from 82% to at least a 84%, reducing the gap from 5% to 4% EL - Increase pass rate from 75% to at least a 77%, reducing the gap from 12% to 11% Econ Disadv. - Increase pass rate from 79% to at least a 81%, reducing the gap from 8% to 7%		
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 begin to utilize Math Workshop model. * Think-Pair-Share * Targeted groups are differentiated to meet each students' needs.	Sept - June, ongoing	Classroom teachers, WL Math Team (Principal, AP, WL Teacher Leadership from Math, EL, and SpEd)	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Develop benchmark assessments with some common questions for each unit of instruction in the Alg 1 curriculum. CLT's will disaggregate data and identify topics that need reteaching as well as identifying students in need of Tier 2/3 interventions	Sept - June, ongoing	WL Math Team (Principal, AP, WL Teacher Leadership from Math, EL, and SpEd)	
Tier 3 * Target students for Tier 2 interventions during GP or Lunch Lab or Math Coach	Sept - June, ongoing	WL Math Team (Principal, AP, WL Teacher Leadership from Math, EL, and SpEd)	

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Professional Learning: * Organize professional learning and collaboration with math office, math coach, math SOL lead (Host math workshops)		Sept - June, ongoing	Administrators, Math Coach	
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)	
School level- NWEA - MAP Growth (Alg 1 only) Teacher/CLT/Grade -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks	

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 2025 - SOL - English Black - Pass 82% (opp. gap NONE) Hispanic - Pass 57% (opp. gap 24%) EL - Pass 31% (opp. gap 50%) SWD - Pass 63% (opp. gap 18%) Econ. Disadv -66% (opp. gap 15%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

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

Hispanic - Increase pass rate from 57% to at least a 71%, reducing the gap from 24% to 15%

EL - Increase pass rate from 31% to at least a 63%, reducing the gap from 50% to 23%

SWD - Increase pass rate from 63% to at least a 73%, reducing the gap from 18% to 13%

Econ. Disadv. - Increase pass rate from 66% to at least a 75%, reducing the gap from 15% to 11%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 57% to at least a 64%, reducing the gap from 24% to 19% EL - Increase pass rate from 31% to at least a 46%, reducing the gap from 50% to 37% SWD - Increase pass rate from 63% to at least a 67%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 15% to 14%
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 64% to at least a 67%, reducing the gap from 19% to 17% EL - Increase pass rate from 46% to at least a 56%, reducing the gap from 37% to 28% SWD - Increase pass rate from 67% to at least a 70%, reducing the gap from 16% to 15% Econ. Disadv. - Increase pass rate from 69% to at least a 72%, reducing the gap from 14% to 12%
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 67% to at least a 71%, reducing the gap from 18% to 15% EL - Increase pass rate from 56% to at least a 63%, reducing the gap from 28% to 23% SWD - Increase pass rate from 70% to at least a 73%, reducing the gap from 15% to 13% Econ. Disadv. - Increase pass rate from 72% to at least a 75%, reducing the gap from 13% to 11%

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-3.6-Adhere to structured literacy practices to support foundational reading in all settings.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Tier 1 *Utilize strategies from Aspire Training and Staff Development in adolescent reading *Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions *Word of the week - emphasizing academic vocabulary throughout the school. Include IB Command term		Sept-June, ongoing	WL Literacy Team (Principal, AP, Literacy Coach, WL Teacher Leadership from ELA, EL, and SpEd)	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp. * Immersive Reader, ed tech access for read aloud/translations		Sept-June, ongoing	WL Literacy Team (Principal, AP, Literacy Coach, WL Teacher Leadership from ELA, EL, and SpEd)	
Tier 3 * Reading coach will collaborate with teachers to identify students who need Tier 3 support * Multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations		Sept-June, ongoing	WL Literacy Team (Principal, AP, Literacy Coach, WL Teacher Leadership from ELA, EL, and SpEd)	
Professional Learning This the ELA Department will engage in PL centered on the use of Aspire, Lexia, NWEA and individual PL opportunities that non-APS delivered which are thematically focused on improving reading outcomes particularly for underserved populations.		Sept - June, ongoing	Administrators, Literacy Coach	Principal & AP will support literacy coaches during CLTs and in identifying teachers for coaching cycles
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	
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)	

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

School Level - * NWEA MAP SCREENER for ELA (BOY in 9th and only MOY & EOY if below proficient on BOY AND continue in upper grades if below proficient) Teacher/CLT/Grade - * End of Unit Assessments * Writing Performance Tasks	Teacher/CLT/Grade- * End of Unit Assessments * Writing Performance Tasks	School Level - * NWEA MAP SCREENER for ELA (BOY in 9th and only MOY & EOY if below proficient on BOY AND continue in upper grades if below proficient) * MOY District Benchmark Assessment in Eng 11 (Mastery Connect) Teacher/CLT/Grade - * End of Unit Assessments * Writing Performance Tasks	School Level - * NWEA MAP SCREENER for ELA (BOY in 9th and only MOY & EOY if below proficient on BOY AND continue in upper grades if below proficient) Teacher/CLT/Grade - * End of Unit Assessments * Writing Performance Tasks
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Goal #3	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	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.		
Baseline Data	2024-2025 <90% Attendance Rate: 15.3%	Identify if goal is required based on state or federal requirements, or other guidelines	VDOE - School Quality Indicator - Level 1 (R10)- Chronic Absenteeism
3 Year Performance Goal			
By 2028, reduce chronic absenteeism to at least 11%.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, reduce chronic absenteeism to at least 13.8% (Goal 1.5 reduction)		
Annual Performance Goal Year 2 (2026-27)	By June 2027, reduce chronic absenteeism to at least 12.4%		

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Annual Performance Goal Year 3 (2027-28)	By June 2028, reduce chronic absenteeism to at least 11%			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation	
Tier 1 * Communicate with all W-L Stakeholders the W-L/APS Attendance Policies. * Ensure teachers are taking accurate attendance daily * Conduct hall sweeps to encourage students to be on time to class.	Sept-June, Ongoing	Teachers, Dean of Students, Assistant Principals, Attendance Specialist.	Principal, AP's and attendance specialist will monitor by regularly reviewing attendance reports and conducting walkthroughs of the building during the school day	
Tier 2 * Utilize synergy reports on chronic tardy to school and chronic absenteeism. * Ongoing messages and letters on home attendance and selected students.	Sept-June, Ongoing	Teachers, Dean of Students, Assistant Principals, Attendance Specialist.	Principal, AP's and Dean of Students will regularly conduct attendance data meetings and work as a team to send electronic and mailed correspondence to families for students attending school less than 90% of the time. attendance reports and conducting walkthroughs of the building during the school day"	
Tier 3 * Hold SST/Attendance Plan Support Meetings where applicable. * Dean of Students holds individual student and family restorative meetings	Sept-June, Ongoing	Teachers, Dean of Students, Assistant Principals, Attendance Specialist.	W-L Admin Team will follow up with stakeholders 2-4 weeks after meetings to determine if additional interventions are warranted. (To include intervention from Arlington County DHS)	

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Professional Learning		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)
Monthly Attendance Reports using APS Insights on students who have less than 90% attendance	Monthly Attendance Reports using APS Insights on students who have less than 90% attendance	Monthly Attendance Reports using APS Insights on students who have less than 90% attendance	Monthly Attendance Reports using APS Insights on students who have less than 90% attendance

Goal #4	Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	2024-25 - LRE % was 65%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, at least 76% of students with disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026 , at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 2 (2026-27)	By June 2027 , at least 73% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 3 (2027-28)	By June 2028 , at least 76% of students with disabilities will spend 80% or more of their school day in a general education setting		

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-3.1-Provide professional learning to case carriers and school administrators to ensure consistent practices that result in IEP goals and service hours that are reflective of current levels of performance and least restrictive environment (LRE).
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Increase access and inclusion in IB courses by exploring IB For All initiative. * Continue to provide remediation supports at lunch, after school, and Saturday academy.	Sept - June Ongoing	IEP team (LEA representative, Special Education teachers, general education teacher)	IB coordinator will monitor by reviewing course enrollment and demographics and ensuring targeted recruitment and outreach to underrepresented student populations occurs Admin Team will monitor through walkthroughs of remediation support programs and review of attendance
Tier 2: * Provide Professional Learning for instructional staff for supporting needs in more inclusive settings. * Revised CORE class to provide more support for IB DP students	Sept - June Ongoing	IEP team (LEA representative, Special Education teachers, general education teacher)	Admin team will monitor through planning and review of PL schedule including collaborative work with PL Office
Tier 3: * Intentionally consider more inclusion opportunities during every IEP conversations and documented in the PWN. * Consider what supports a students may need to experience success in a more inclusive setting. * Consider providing supports to students in an inclusion General's Period group as an alternative to special education instructional studies	Sept - June Ongoing	IEP team (LEA representative, Special Education teachers, general education teacher)	Admin team will monitor through review of LRE dashboard, and course enrollment in special education instructional studies

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

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)
LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs

Goal #5	Reducing Disproportionality in Suspensions		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-By 2030, APS will reduce suspensions by 25% with a focus on incidents that do not pose a safety risk to self or others (e.g. attendance infractions, certain disruptive behaviors) 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		
Baseline Data	2024-2025 Suspension Data: Black (10% of school population) 22% of suspensions Hispanic (33% of school population) 56% of suspensions EL1-4 (18% of school population) 37% of suspensions SWD (13% of school population) 42% of suspensions	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal: Black (8% of school population) - Reduce % of suspensions from 21% to 15% Hispanic (33% of school population) - Reduce % of suspensions from 49% to 36% EL (19% of school population) - Reduce % of suspensions from 41% to 29% SWD (14% of school population) - Reduce % of suspensions from 46% to 35%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal: Black (10% of school population) - Reduce % of suspensions from 22% to 20% Hispanic (33% of school population) - Reduce % of suspensions from 56% to 51% EL1-4 (18% of school population) - Reduce % of suspensions from 37% to 34% SWD (14% of school population) - Reduce % of suspensions from 42% to 38%		

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28

Principal: Alexander Duncan

Annual Performance Goal Year 2 (2026-27)	By June 2027, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal: Black (10% of school population) - Reduce % of suspensions from 20% to 18% Hispanic (33% of school population) - Reduce % of suspensions from 51% to 46% EL1-4 (18% of school population) - Reduce % of suspensions from 34% to 31% SWD (13% of school population) - Reduce % of suspensions from 38% to 35%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal: Black (10% of school population) - Reduce % of suspensions from 18% to 16% Hispanic (33% of school population) - Reduce % of suspensions from 46% to 42% EL1-4 (18% of school population) - Reduce % of suspensions from 34% to 31% SWD (13% of school population) - Reduce % of suspensions from 35% to 32%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3.1-Train, implement, and coach evidence-based restorative practices that enable students to repair the harm of behaviors done to others, empower students to resolve conflict positively, and support strategies that prioritize student attendance in classrooms when safety is not a concern.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-3.2-Provide training and supports to educators to implement equitable and consistent behavior management strategies that include: (a) Core classroom expectations and processes, (b) Early intervention practices, (c) Restorative practices, (d) Trauma informed practices		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Provide SEL lessons during GP Mondays and Fridays * DSA and Principal meet with 9th graders to promote participation in clubs, activities, and sports.	Sept- June, ongoing	Teachers, Principal, DSA	Admin team will monitor through check-in meetings with SEL leads and committee and through observations of SEL lessons during GP
Tier 2 * Conduct hallsweeps to ensure students are engaged in learning. * Promote the 3 signature SEL practices for classes	Sept- June, ongoing	Admin Team	Admin will monitor with support from Student Services through walkthroughs
Tier 3 * APs hold restorative conversations with individual students * Second Chance program	Sept- June, ongoing	Assistant Principals	Admin will monitor with support from School Support through review of Second Chance Referrals and weekly admin team meetings

Washington-Liberty High School- School Action Plan - 2025-26 to 2027-28 Principal: Alexander Duncan			
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SWB-3.2-Suspension rates	Strategic Plan Key Performance Indicators	KPI-SWB-3.1-% suspensions relative to % student population
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)
Discipline Dashboard	Discipline Dashboard	Discipline Dashboard	Discipline Dashboard