

**Cardinal- School Action Plan - 2023-24 to 2025-26**  
**Principal: Colin Brown**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - Math SOL  Black - 76 % pass rate Hispanic 68% pass rate EL 22% pass rate SWD 66% pass rate Econ. Disadv 64% pass rate	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
MATH SOL By 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 (Spr. 2023 pass rate) 62% to at least 75%, reducing the gap from 30 % to 22% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 68% to at least 75%, reducing the gap from 27% to 19 % EL - Increase pass rate from (Spr. 2023 pass rate) 22% to at least 60%, reducing the gap from 72% to 34% SWD - Increase pass rate from (Spr. 2023 pass rate) 66% to at least 75%, reducing the gap from 27% to 19% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 64% to at least 75%, reducing the gap from 28% to 20%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 62% to at least 66%, reducing the gap from 30% to 27% Hispanic - Increase pass rate from 68% to at least 71%, reducing the gap from 24% to 22% EL - Increase pass rate from 22% to at least 40%, reducing the gap from 70% to 52% SWD - Increase pass rate from 68% to at least 69%, reducing the gap from 24% to 22% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 28% to 25%		
<b>Annual Performance Goal Year 2 (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:  Black - Increase pass rate from 66% to at least 69%, reducing the gap from 27% to 24% Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 22% EL - Increase pass rate from 40% to at least 52%, reducing the gap from 53% to 42% SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 22% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 25% to 22%		
<b>Annual Performance Goal Year 3 (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:  Black - Increase pass rate from 69% to at least a 75%, reducing the gap from 25% to 22% Hispanic - Increase pass rate from 72% to at least a 75%, reducing the gap from 22% to 19% EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 42% to 34% SWD - Increase pass rate from 72% to at least a 75%, reducing the gap from 22% to 19% Econ Disadv. - Increase pass rate from 71% to at least a 75%, reducing the gap from 23% to 20%		

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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * 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,	Principal & APs 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 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 & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 3</b> * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 6-8 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,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning:</b> 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 Building Fact Fluency	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	Math SOL
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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)
<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 - Opportunity Gaps - SOL</b>	
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL - English</b> Black - Pass % (opp. gap %) Hispanic - Pass % (opp. gap %) EL - Pass % (opp. gap %) SWD - Pass % (opp. gap %) Econ. Disadv - Pass % (opp. gap %)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
READING SOL By 2026, 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. 2023 pass rate) 76% to at least 83%, reducing the gap from 16 % to 11% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 65% to at least 75%, reducing the gap from 27% to 19% EL - Increase pass rate from (Spr. 2023 pass rate) 20% to at least 60%, reducing the gap from 72% to 34% SWD - Increase pass rate from (Spr. 2023 pass rate) 63% to at least 75%, reducing the gap from 29% to 22% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 64% to at least 75%, reducing the gap from 28% to 20%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 76% to at least 79%, reducing the gap from 16% to 14% Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 27% to 24% EL - Increase pass rate from 20% to at least 40%, reducing the gap from 72% to 52% SWD - Increase pass rate from 63% to at least 66%, reducing the gap from 29% to 26% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 28% to 24% "		

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<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 79% to at least 81%, reducing the gap from 14% to 12% Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 21% EL - Increase pass rate from 40% to at least 52%, reducing the gap from 52% to 41% SWD - Increase pass rate from 66% to at least 69%, reducing the gap from 26% to 24% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 24% to 22%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 81% to at least 83%, reducing the gap from 12% to 11% Hispanic - Increase pass rate from 72% to at least 75%, reducing the gap from 21% to 19% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 41% to 34% SWD - Increase pass rate from 69% to at least 75%, reducing the gap from 24% to 22% Econ. Disadv. - Increase pass rate from 71% to at least 75%, reducing the gap from 22% to 20%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<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 Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for 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	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	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 (as needed) * Targeted small group instruction based on need	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	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 -New teachers will participate in initial CKLA training and on-site coaching from literacy coaches	Sept-June, ongoing	Admin, Classroom Teachers, Reading Specialist, EL teachers, SpEd teachers, Coaches	
<b>Progress Monitoring</b>			

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<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs	<b>Results of Progress (End of Year)</b>	Reading SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
<b>School level- DIBELS</b>  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level- DIBELS</b> <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level DIBELS</b>  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

<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-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	"Spring 2022 - YVM 42% of students in grades 3-5 answered "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?"  Spring 2023- School Survey 53.5%"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, 75% of students in grades 3-5 who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" will increase from 42% to 75%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 63% of students in grades 3-5 who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" will increase from 42% to 63%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, 70% of students in grades 3-5 who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" will increase from 63% to 70%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, 75% of students in grades 3-5 who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" will increase from 70% to 75%		

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Strategic Plan Strategies	
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

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 * 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 * 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	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a 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 utilizing Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilizing evidence-based group counseling curricula.	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 3 * Establish a 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	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning 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	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

<b>Goal #4</b>	<b>Engaged Workforce</b>
Strategic Plan Goal Area	Engaged Workforce

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<b>Strategic Plan Performance Objectives</b>	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		
<b>Baseline Data</b>	"Spr. 2022 YVM Staff Engagement- 69% Workplace Climate- 67%  --How often did you receive recognition for doing good work? - 12%"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, 85% of staff who respond favorably to the question, "How often during the current school year did you receive recognition for doing good work?" will increase from 12% to 85%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 66% of staff who respond favorably to the question, "How often during the current school year did you receive recognition for doing good work?" will increase from 12% to 66%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, 75% of staff who respond favorably to the question, "How often during the current school year did you receive recognition for doing good work?" will increase from 66% to 75%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, 85% of staff who respond favorably to the question, "How often during the current school year did you receive recognition for doing good work?" will increase from 75% to 85%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-EW-1-Recruit, retain, and advance high-quality employees.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Continue School Climate/Social Committee to provide opportunities for collaborative communication and feedback between staff and school administrative team.	Sept-June ongoing	Climate Committee, Social Committee, Lead Teacher Team	Principal & AP will monitor through check-in meetings with the School Climate/Social Committee and review of In-house mid-year survey and anecdotal evidence gathered from staff
Provide opportunities for staff recognition.	Sept-June ongoing	Admin team, Climate Committee, Social Committee, Lead Teacher Team	Principal & AP will monitor through check-in meetings with the School Climate/Social Committee and review of plan for staff recognition opportunities

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Provide opportunity to discuss current YVM feedback. Provide opportunity to complete the survey during a staff meeting.	Sept-June ongoing	Admin team	Principal & AP will monitor through check-in meetings with the School Climate/Social Committee and review of plan for staff to take YVM and discuss results
Provide opportunities for assistants meetings	Sept-June ongoing	Admin team	Principal & AP will monitor through check-in meetings with the School Climate/Social Committee and review of plan for assistants

**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-EW-4- YVM Staff: Climate Results	<b>Results of Progress (End of Year)</b>	YVM
<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-based survey	School-based survey	School-based survey	YVM

<b>Goal #5</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-1-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>	Spring 2022 YVM: "Does your child's school provide opportunities about supporting your child's well-being." 64%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, at least 85% of Cardinal families will respond favorable on family engagement segment on the YVM survey. "Does your child's school provide opportunities about supporting your child's well-being will increase from 64% to 85%.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 75% of Cardinal families will respond favorable on family engagement segment on the YVM survey. "Does your child's school provide opportunities about supporting your child's well-being will increase from 64% to 75%.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 80% of Cardinal families will respond favorable on family engagement segment on the YVM survey. "Does your child's school provide opportunities about supporting your child's well-being will increase from 75% to 80%.		



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<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, at least 85% of Cardinal families will respond favorable on family engagement segment on the YVM survey. "Does your child's school provide opportunities about supporting your child's well-being will increase from 80% to 85%.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Increase academic and social emotional learning opportunities provide by staff for parents at PTA 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, PTA meetings, and Parent Teacher conferences.	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, open houses, school information sessions, rising grade level parent information sessions, PTA meetings, and school community events).	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
<b>Progress Monitoring</b>			
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-P-3- YVM Family: Engagement	<b>Results of Progress (End of Year)</b>	YVM
<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-Based Survey		YVM