

Escuela Key Elementary Action Plan - 2023-24 - 2025-26
Principal: Marleny Perdomo

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Math Black - Pass 50% (opp. gap 23%) Hispanic - Pass 62% (opp. gap 11%) EL - Pass 40% (opp. gap 33%) SWD - Pass 42% (opp. gap 31%) Econ. Disadv - Pass 50% (opp. gap 23%)	Identify if goal is required based on state or federal requirements, or other guidelines	(Enter)
3 Year Performance Goal			
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 50% to at least 69%, reducing the gap from 23% to 11% Hispanic - Increase pass rate from 62% to at least 72%, reducing the gap from 11% to 8% EL - Increase pass rate from 39% to at least 66%, reducing the gap from 34% to 15% SWD - Increase pass rate from 38% to at least 66%, reducing the gap from 35% to 15% Econ. Disadv. - Increase pass rate from 50% to at least 69%, reducing the gap from 23% to 11%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	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 50% to at least 59%, reducing the gap from 23% to 17% Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 11% to 10% EL - Increase pass rate from 39% to at least 52%, reducing the gap from 33% to 24% SWD - Increase pass rate from 38% to at least 53%, reducing the gap from 31% to 22% Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 23% to 17%		
Annual Performance Goal Year 2 (2024-25)	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 59% to at least 66%, reducing the gap from 17% to 13% Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 10% to 9% EL - Increase pass rate from 51% to at least 60%, reducing the gap from 24% to 18% SWD - Increase pass rate from 51% to at least 61%, reducing the gap from 23% to 17% Econ. Disadv. - Increase pass rate from 59% to at least 66%, reducing the gap from 17% to 13%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 66% to at least 69%, reducing the gap from 13% to 11%</p> <p>Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 9% to 8%</p> <p>EL - Increase pass rate from 59% to at least 66%, reducing the gap from 19% to 15%</p> <p>SWD - Increase pass rate from 59% to at least 66%, reducing the gap from 19% to 15%</p> <p>Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 13% to 11%</p>
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Strategic Plan Strategies

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

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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 & AP will support with ATSS (Colmena), Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> *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	
<p>Tier 3</p> <ul style="list-style-type: none"> * 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	

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Professional Learning: 1) Collaborate with Math Office to provide training to all teachers 2) Math Coach to provide Math Coaching Cycles, special focus on new teachers	1) 2023-24 2) 2024-25	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles.
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved			Results of Progress (End of Year)
	M-SS-3- Math SOLs		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) - [Mastery Connect] -Progress Monitoring Data from Interventions -VGA	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -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) - [Mastery Connect] -Progress Monitoring Data from Interventions -VGA	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] Progress Monitoring Data from Interventions

Goal #2	Reading- Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - English (Reading) Black - Pass 100% (opp. gap %) Hispanic - Pass 66% (opp. gap 13%) EL - Pass 44% (opp. gap 35%) SWD - Pass 47% (opp. gap 32%) Econ. Disadv - Pass 57% (opp. gap 22%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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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 66% to at least 75%, reducing the gap from 13% to 10%
- EL** - Increase pass rate from 44% to at least 66%, reducing the gap from 35% to 19%
- SWD** - Increase pass rate from 47% to at least 68%, reducing the gap from 32% to 17%
- Econ. Disadv.** - Increase pass rate from 57% to at least 77%, reducing the gap from 22% to 13%

Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<p>Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 13% to 12%</p> <p>EL - Increase pass rate from 44% to at least 54%, reducing the gap from 35% to 26%</p> <p>SWD - Increase pass rate from 47% to at least 57%, reducing the gap from 32% to 24%</p> <p>Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 22% to 17%</p>		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<p>Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 12% to 11%</p> <p>EL - Increase pass rate from 54% to at least 62%, reducing the gap from 27% to 21%</p> <p>SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 24% to 19%</p> <p>Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 17% to 15%</p>		
Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<p>Hispanic - Increase pass rate from 72% to at least 75%, reducing the gap from 11% to 10%</p> <p>EL - Increase pass rate from 62% to at least 66%, reducing the gap from 21% to 19%</p> <p>SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 19% to 17%</p> <p>Econ. Disadv. - Increase pass rate from 68% to at least 77%, reducing the gap from 15% to 13%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
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 2-5 for English language comprehension * Implement HMH Arriba la lectura in K-1 for Spanish language development and comprehension * AMIRA Learning in K-1 for Spanish reading	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Spanish Coach	Principal & APs will support with ATSS (Colmena) ELA

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<p>Tier 2:</p> <ul style="list-style-type: none"> * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Spanish Coach	With ATSS (Coimena), ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3:</p> <ul style="list-style-type: none"> * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<p>Professional Learning</p> <ul style="list-style-type: none"> * HMH Arriba la lectura pre-service training on 8/21 * AMIRA pre-service training on 8/22 with on-going trainings throughout the year * La Cosecha DLI conference for 2nd grade SLA teachers * CAL early Spanish literacy training for new K-1 teachers and all 2nd grade SLA teachers 	Sept-June, ongoing	Administrator, DLI Coordinator, Spanish Coach at school	Principal & AP, DLI Coordinator

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<p>School level- DIBELS grades 2-5</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3] -VGA for taught standards</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- [Mastery Connect- Gr. 3-5 & Paper K-2]</p>	<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3] -VGA for taught standards</p>	<p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -SOL</p>

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data		Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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On the 2026 YVM survey, at least 80% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.

Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM survey, at least 70% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 2 (2024-25)	On the 2025 school based survey, at least 75% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, at least 80% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
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.	Sept-June, Ongoing	Admin, All Staff	
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	
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 (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	Meeting agendas, Data Analysis Reports,
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

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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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YMS Survey spring results

Goal #4	Science - Opportunity Gaps		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Science Black - Pass 100% (opp. gap %) Hispanic - Pass 38% (opp. gap 19%) EL - Pass 10% (opp. gap 47%) SWD - Pass 33% (opp. gap 24%) Econ. Disadv - Pass 24% (opp. gap 33%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 38% to at least 66%, reducing the gap from 19% to 8% EL - Increase pass rate from 10% to at least 58%, reducing the gap from 47% to 15% SWD - Increase pass rate from 33% to at least 64%, reducing the gap from 24% to 9% Econ. Disadv. - Increase pass rate from 24% to at least 61%, reducing the gap from 33% to 12%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 38% to at least 51%, reducing the gap from 19% to 13% EL - Increase pass rate from 10% to at least 35%, reducing the gap from 47% to 29% SWD - Increase pass rate from 33% to at least 48%, reducing the gap from 24% to 16% Econ. Disadv. - Increase pass rate from 24% to at least 42%, reducing the gap from 33% to 22%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 51% to at least 59%, reducing the gap from 15% to 10% EL - Increase pass rate from 35% to at least 49%, reducing the gap from 31% to 21% SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 18% to 12% Econ. Disadv. - Increase pass rate from 42% to at least 53%, reducing the gap from 24% to 16%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 59% to at least 66%, reducing the gap from 11% to 8% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 21% to 15% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 9% Econ. Disadv. - Increase pass rate from 53% to at least 61%, reducing the gap from 17% to 12%</p>
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Strategic Plan Strategies

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

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources. * All elementary schools complete 3rd grade science performance assessments, as required by VDOE. * SBG elementary schools to follow curriculum pacing guides.	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 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Participate in weekly Science CLT.	Sept-June, Ongoing	Admin, All Staff	
Tier 3	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) Staff to take part in trainings offered by Science office on newly adopted resources during pre-service during pre-service and throughout the year. 2) Lead Teacher, in collaboration with Elementary Scienc Specialist, will provide opportunities for data analysis and lesson planning during CLTs.	Sept-June, Ongoing	Sept-June, Ongoing	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-4- Science SOLs	Results of Progress (End of Year)	Science 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 wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)
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Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	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.		
Baseline Data	76% of Escuela Key families respond favorably on students and family engagement on your voice matter	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By the 2026 YVM, at least 90% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By the 2024 YVM, at least 85% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.		
Annual Performance Goal Year 2 (2024-25)	By the 2025 school based survey, at least 88% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.		
Annual Performance Goal Year 3 (2025-26)	By the 2026 YVM, at least 90% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) -There is a parent specialist who helps teachers to connect with families. -Families feel free to bring issues and concerns. There is a family- friendly, respectful, and helpful school climate.	Sept- June, ongoing	Administrators, FACE Coordinator, Bilingual Resource Specialist, FACE Committee	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Action 2 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	Sept- June, ongoing	Administrators, FACE Coordinator, Bilingual Resource Specialist, FACE Committee	
Action 3 (Student Success): *Host at least four parent workshops/information/training sessions that directly support student success, specific trainings will include: Access to ParentVUE, Understanding Assessments used for Literacy Screening and Math; Understanding WIDA for parents of ELs; How to Support Language Acquisition and Development outside of School)	Sept- June, ongoing	Administrators, FACE Coordinator, Bilingual Resource Specialist, FACE Committee	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	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)
	FACE Checklist, exit tickets		YVM