

Innovation Elementary School - School Action Plan - 2023-2024 to 2025-26

Principal: Claire Peters

Goal #1	Math - Achievement 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 Black - Pass 61% (opp. gap 21%) Hispanic - Pass 63% (opp. gap 19%) EL - Pass 60% (opp. gap 22%) SWD - Pass 52% (opp. gap 30%) Econ. Disadv - Pass 69% (opp. gap 13%)	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 61% to at least 72%, reducing the gap from 21% to 15% Hispanic - Increase pass rate from 63% to at least 73%, reducing the gap from 19% to 14% EL - Increase pass rate from 60% to at least 71%, reducing the gap from 22% to 16% SWD - Increase pass rate from 52% to at least 68%, reducing the gap from 36% to 19% Econ. Disadv. - Increase pass rate from 69% to at least 77%, reducing the gap from 15% to 10%			
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 61% to at least 65%, reducing the gap from 21% to 19% Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 19% to 17% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 22% to 20% SWD - Increase pass rate from 52% to at least 56%, reducing the gap from 30% to 24% Econ. Disadv. - Increase pass rate from 69% to at least 71%, reducing the gap from 13% to 12%		
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 the 65% to at least 69%, reducing the gap from 19% to 17% Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 17% to 15% EL - Increase pass rate from 64% to at least 68%, reducing the gap from 20% to 18% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 24% to 21% Econ. Disadv. - Increase pass rate from 72% to at least 74%, reducing the gap from 12% to 11%		
Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 69% to at least a 72%, reducing the gap from 16% to 15% Hispanic - Increase pass rate from 70% to at least a 73%, reducing the gap from 15% to 14% EL - Increase pass rate from 68% to at least a 71%, reducing the gap from 17% to 16% SWD - Increase pass rate from 64% to at least a 68%, reducing the gap from 21% to 19% Econ Disadv. - Increase pass rate from 75% to at least a 77%, reducing the gap from 11% to 10%		
Strategic Plan Strategies			

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Strategic Plan Strategies- PRIMARY	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.
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
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	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly 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	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: -Math coaches focus coaching cycles on the math workshop model -Math coaches provide PL on specific interventions during math CLT	Sept - June, ongoing	Administrators, 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	M-SS-3- Math SOLs	Results of Progress (End of Year)	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)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks Progress Monitoring Data from Interventions"

Goal #2	Reading - Achievement 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 - Reading SOL Black - Pass 59% (opp. gap 20%) Hispanic - Pass 66% (opp. gap 15%) EL - Pass 49% (opp. gap 30%) SWD - Pass 50% (opp. gap 29%) Econ. Disadv - Pass 63% (opp. gap 16%)	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 Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 59% to at least 72%, reducing the gap from 20% to 14% Hispanic - Increase pass rate from 64% to at least 75%, reducing the gap from 15% to 12% EL - Increase pass rate from 49% to at least 69%, reducing the gap from 30% to 18% SWD - Increase pass rate from 43% to at least 66%, reducing the gap from 36% to 21% Econ. Disadv. - Increase pass rate from 63% to at least 73%, reducing the gap from 16% to 13%			
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: Black - Increase pass rate from 59% to at least 65%, reducing the gap from 20% to 16% Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 15% to 13% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 30% to 23% SWD - Increase pass rate from 50% to at least 59%, reducing the gap from 29% to 22% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 16% to 14%		

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Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 65% to at least 69%, reducing the gap from 16% to 14% Hispanic - Increase pass rate from 68% to at least 71%, reducing the gap from 13% to 11% EL - Increase pass rate from 58% to at least 65%, reducing the gap from 23% to 18% SWD - Increase pass rate from 59% to at least 65%, reducing the gap from 22% to 18% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 14% to 12%</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 69% to at least 72%, reducing the gap from 14% to 12% Hispanic - Increase pass rate from 71% to at least 75%, reducing the gap from 12% to 10% EL - Increase pass rate from 65% to at least 69%, reducing the gap from 18% to 16% SWD - Increase pass rate from 65% to at least 69%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 70% to at least 73%, reducing the gap from 13% to 11%</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) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
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 teacher, EL teachers, SPED teachers	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 * Students identified for intervention in grades 3 through 5 will receive Phonics Library Lessons * Progress monitoring every 3-4 weeks and adjustment in time or group instructional strategies made as needed.	Sept-June, ongoing	Admin, All teachers, EL teachers, Reading Specialists, SPED teachers	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Progress monitoring every 3-4 weeks and adjustment in time or group instructional strategies made as needed.	Sept-June, ongoing	Admin, EL teachers, Reading Specialists, SPED teachers	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: -Reading specialists trained in LETRS -Special Education lead teacher trained in LETRS -All EL teachers trained in PLL and participate in a coaching cycle with the reading coach	Sept-June, ongoing	Admin, EL teachers, Reading Specialists, SPED lead teacher	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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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)
School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards	School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards	School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

Goal #3	School Climate		
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	On the 2022 YVM survey, 64% of students at Innovation responded favorably to questions about school climate. Breaking these responses into sub-groups, 50% of Black students responded favorably and 61% of Hispanic students responded favorably.	Identify if goal is required based on state or federal requirements, or other guidelines	No
3 Year Performance Goal			
By 2026, the percentage of students responding positively to questions on the YVM survey related to school climate will increase by at least 10% from the baseline, with responses by Black and Hispanic students increasing to mirror the overall response rates of other racial and ethnic groups.			
Annual Performance Goal Year 1 (2023-24)	By June 2024, the percentage of students responding positively to questions on the YVM survey related to school climate will increase by at least 5% from the baseline, with responses by Black and Hispanic students increasing to mirror the overall response rates of other racial and ethnic groups.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, the percentage of students responding positively to questions on a school-based survey related to school climate will be 67% or greater, with all student sub-groups responding within 5% points of this goal.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, the percentage of students responding positively to questions on the YVM survey related to school climate will increase by at least 10% from the baseline, with responses by Black and Hispanic students increasing to mirror the overall response rates of other racial and ethnic groups.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		
Action Steps			

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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 liaison 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 * School counselor will ensure all students in grades K-5 can identify a trusted adult at Innovation. 	Sept-June, Ongoing	Admin, Counselors, All Staff	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> * Meet monthly in CLTs for KidTalk discussion to identify students of concern and assign interventions as necessary. 	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <ul style="list-style-type: none"> * 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 & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Learning</p> <ul style="list-style-type: none"> 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY for new staff 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Zones of Regulation, etc.) 	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & AP 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-3- YVM Student: School Climate	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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM Survey 2024/2026 or School Survey (based on YVM Question)

Goal #4	Relevance of Professional Learning Opportunities
Strategic Plan Goal Area	Engaged Workforce

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Strategic Plan Performance Objectives	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.		
Baseline Data	On the 2022 YVM survey, 39% of staff responded favorably on a question about whether school-based professional learning meets their needs. On a 2023 school-based survey, 48% of staff responded favorably on a question about whether school-based professional learning meets their needs.	Identify if goal is required based on state or federal requirements, or other guidelines	No
3 Year Performance Goal			
By 2026, at least 70% of staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey and a school-based end of year survey.			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 60% of staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey and a school-based end of year survey.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 65% of staff will respond favorably that opportunities for professional learning meet their needs, as indicated on a school-based end of year survey.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 70% of staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey and a school-based end of year survey.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Needs Assessment) *Use results from EOY survey in 2023 to collaboratively plan PL for staff based on identified needs. *Provide a mid-year needs assessment to staff to gather data on on-going needs. *Provide staff with exit tickets after PL to assess feelings of relevance and any areas of continued need.	Sept - June ongoing	Admin, Instructional Coaches, ILT	Admin will work collaboratively with the school leadership team to assess data at monthly meetings.
Action 2 (Choice) *Provide choice in professional learning for staff to ensure that sessions are inclusive aof all staff members and scales	Sept - June ongoing	Admin, Instructional Coaches	Admin will review exit tickets to ensure that choices are appropriate and relevant.
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-9- Staff feedback on PL activities	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)
Exit tickets	Staff survey (Jan 2024)	Exit tickets	Your Voice Matters Survey - 2024 and 2026

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Goal #5	Family Engagement		
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	On the 2022 Your Voice Matters Survey 87% of family members responded positively to questions related to family	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, at least 94% of Innovation families will respond favorably on student and family engagement on the Your Voice Matters survey results.			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 90% of Innovation families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 92% of Innovation families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 94% of Innovation families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) *Principal will hold grade level coffee chats twice a year in collaboration with the BFL. *Co-develop a Welcome Program for military families as part of the Purple Star Program. *Co-develop a plan with the PTA to increase attendance at meetings to include a wide variety of families.	Sept- June, ongoing	Admin, BFL, PTA Exec Board, Purple Star Committee chair	Admin will work collaboratively with stakeholders to plan and assess engagement in family activities.
Action 2 (Communicating Effectively): * Utilize ParentSquare as an additional tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Utilize the Innovation FACE Committee to provide training in best practices for staff and families to exchange information in culturally and linguistically sustaining ways.	Sept- June, ongoing	FACE Committee, Admin, BFL	Admin will work collaboratively with the FACE Committee to plan and implement PL for staff.

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<p>Action 3 (Student Success): Support students in grades 3-5 to achieve academic success by collaborating with families so that they are informed about the interventions their students are receiving in literacy and math and how to support further learning at home.</p>	<p>Sept- June, ongoing</p>	<p>Admin, Reading Coaches, Math Coaches</p>	<p>Admin will work collaboratively with coaches to identify students and families, determine effective methods of communication, and plan family engagement events.</p>
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	
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)
Attendance data Reflection exit ticket data from family engagement events (Literacy night, STEM night, PTA meetings, coffee chats, etc.)	Attendance data Reflection exit ticket data from family engagement events (Literacy night, STEM night, PTA meetings, coffee chats, etc.)	Attendance data Reflection exit ticket data from family engagement events (Literacy night, STEM night, PTA meetings, coffee chats, etc.)	Attendance data Reflection exit ticket data from family engagement events (Literacy night, STEM night, PTA meetings, coffee chats, etc.) YVM Family Survey 2024 and 2026