

Gunston - School Action Plan - 2023-24 to 2025-26
Principal: Carolyn Jackson

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 Black - Pass 44% (opp. gap 19%) Hispanic- 48% (15%) EL- 26% (37%) SWD - 29% (34%) Econ. Disadv - 44% (19%)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE school quality indicator Math: Achievement Gaps
3 Year Performance Goal			
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) 45% to at least 67%, reducing the gap from 19% to 7% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 49% to at least 68%, reducing the gap from 15% to 6% EL - Increase pass rate from (Spr. 2023 pass rate) 28% to at least 62%, reducing the gap from 36% to 12% SWD - Increase pass rate from (Spr. 2023 pass rate) 33% to at least 63%, reducing the gap from 31% to 11% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 44% to at least 67%, reducing the gap from 19% to 7%			
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 45% to at least a 56%, reducing the gap from 19% to 12% Hispanic - Increase pass rate from 49% to at least a 58%, reducing the gap from 15% to 10% EL - Increase pass rate from 28% to at least a 44%, reducing the gap from 36% to 23% SWD - Increase pass rate from 33% to at least a 46%, reducing the gap from 31% to 20% Econ. Disadv. - Increase pass rate from 45% to at least a 56%, reducing the gap from 19% 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 56% to at least a 63%, reducing the gap from 12% to 8% Hispanic - Increase pass rate from 58% to at least a 65%, reducing the gap from 10% to 6% EL - Increase pass rate from 44% to at least a 55%, reducing the gap from 24% to 16% SWD - Increase pass rate from 46% to at least a 56%, reducing the gap from 22% to 15% Econ. Disadv. - Increase pass rate from 56% to at least a 63%, reducing the gap from 12% to 8%		

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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 63% to at least 67 %, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap to 6% EL - Increase pass rate from 55% to at least 62%, reducing the gap from 16% to 12% SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 15% to 11% Econ Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 8% to 7%		
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-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 <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 begin to use math workshop structures within each unit. * Every student will be required to meet regularly with the teacher in targeted small group. * Targeted groups are differentiated to meet each student's needs. Provide just-in-time support to help students access grade level curriculum. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Monitor compliance with HB-410
Tier 2 <ul style="list-style-type: none"> * 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 students 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. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Tier 3 <ul style="list-style-type: none"> * 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. * Use very straight-forward, explicit instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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Professional Learning *Gr. 6-8 Math teachers will participate in training on NWEA MAP Growth in Math including data analytic tools *Math Interventionist will provide PL to Math teachers *Gr. 6-8 Math teachers will participate in IXL training *On workshop Wed, all staff will participate in interdisciplinary PL focused on support for SWD, EL and effective CLT structures		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will monitor implementation of PL by check-ins with leads and walkthroughs
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		
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 -VGA -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 -VGA -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 - 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 Race - Pass % (opp. gap%) Black - 60 (13) Hispanic - 59 (14) EL - 18 (55) SWD - 42 (31) Econ. Disadv - 54 (19)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE school quality indicator, English: Achievement Gaps	
3 Year Performance Goal				

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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) 60% to at least a 75%, reducing the gap from 14% to 9%
- Hispanic** - Increase pass rate from (Spr. 2023 pass rate) 59% to at least a 75%, reducing the gap from 15% to 8%
- EL** - Increase pass rate from (Spr. 2023 pass rate) 19% to at least a 60%, reducing the gap from 55% to 21%
- SWD** - Increase pass rate from (Spr. 2023 pass rate) 44% to at least a 67%, reducing the gap from 30% to 14%
- Econ. Disadv.** - Increase pass rate from (Spr. 2023 pass rate) 54% to at least a 70%, reducing the gap from 19% to 12%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from (Spr. 2023 pass rate) 60% to at least a 66%, reducing the gap from 13% to 10% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 59% to at least a 66%, reducing the gap from 14% to 10% EL - Increase pass rate from (Spr. 2023 pass rate) 18% to at least a 40%, reducing the gap from 55% to 36% SWD - Increase pass rate from (Spr. 2023 pass rate) 42% to at least a 53%, reducing the gap from 31% to 23% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 54% to at least a 62%, reducing the gap from 19% to 14%
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> <ul style="list-style-type: none"> Black - Increase pass rate from 66% to at least a 69%, reducing the gap from 11% to 10% Hispanic - Increase pass rate from 66% to at least a 70%, reducing the gap from 11% to 10% EL - Increase pass rate from 40% to at least a 52%, reducing the gap from 37% to 27% SWD - Increase pass rate from 53% to at least a 63%, reducing the gap from 24% to 18% Econ. Disadv. - Increase pass rate from 62% to at least a 66%, reducing the gap from 15% to 13%
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> <ul style="list-style-type: none"> Black - Increase pass rate from 69% to at least a 75%, reducing the gap from 10% to 9% Hispanic - Increase pass rate from 70% to at least a 75%, reducing the gap from 9% to 8% EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 27% to 21% SWD - Increase pass rate from 63% to at least a 67%, reducing the gap from 16% to 14% Econ. Disadv. - Increase pass rate from 66% to at least a 70%, reducing the gap from 13% to 12%

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
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<p>Tier 1</p> <ul style="list-style-type: none"> -Explicit vocabulary Instruction-all content areas -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, Kagan cooperative learning structures. 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> -Core phonics in Reading Strategies Class -Lexia powerup / (Lexia English for EL 1 & 2) - Fluency practice- repeated readings-WCPM 150 goal 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	
<p>Tier 3</p> <ul style="list-style-type: none"> - Teach students routine they can use to decode multisyllabic words - Immersive Reader, ed tech access for read aloud/translations 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	
<p>Professional Learning</p> <ol style="list-style-type: none"> 1) Teacher training on EdTech Resources (ie - Lexia English, Reading Coach, Immersive Reader) 2) PD with EL and ELA on Amplify 3) Gr. 6-8 ELA. EL, SWD teachers will participate in training on NWEA MAP Growth in English including data analytic tools 4) VGA dashboard 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	

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</p> <ul style="list-style-type: none"> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY) <p>Teacher/CLT/Grade-</p> <ul style="list-style-type: none"> -End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum 	<p>Teacher/CLT/Grade-</p> <ul style="list-style-type: none"> -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum 	<p>School Level</p> <ul style="list-style-type: none"> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY) <p>CLT/Teacher</p> <ul style="list-style-type: none"> -End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum 	<p>School Level</p> <ul style="list-style-type: none"> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY) <p>CLT/Teacher</p> <ul style="list-style-type: none"> -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum

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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	<p>Spr. 2022 - YVM - 48% favorable overall on category</p> <p>----45% favorable on question "During this school year, did you school give you strategies for coping with personal stress, anxiety, feelings of sadness"</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By 2026, favorable responses to the Your Voice Matters Survey question "During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness?" will be increased by the following tiered goal:</p> <p>Overall - will increase favorable responses from 45% to 85% Black - will increase favorable responses from 37% to 85% EL - will increase favorable responses from 38% to 85% SWD - will increase favorable responses from 41% to 85%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By 2024, favorable responses to the Your Voice Matters Survey question "During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness?" will be increased by the following tiered goal:</p> <p>Overall - will increase favorable responses from 45% to 66% Black - will increase favorable responses from 37% to 66% EL - will increase favorable responses from 38% to 66% SWD - will increase favorable responses from 41% to 66%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By 2025, favorable responses to the Your Voice Matters Survey question "During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness?" will be increased by the following tiered goal:</p> <p>Overall - will increase favorable responses from 66% to 75% Black - will increase favorable responses from 66% to 75% EL - will increase favorable responses from 66% to 75% SWD - will increase favorable responses from 66% to 75%</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By 2026, favorable responses to the Your Voice Matters Survey question "During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness?" will be increased by the following tiered goal:</p> <p>Overall - will increase favorable responses from 75% to 85% Black - will increase favorable responses from 75% to 85% EL - will increase favorable responses from 75% to 85% SWD - will increase favorable responses from 75% to 85%</p>		

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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

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Second Step, Ruler, or RC) * Deliver 30 minutes twice a week 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) Teachers participated in SEL PL during pre-service and will continue through workshop Wednesdays throughout SY	Sept-June, Ongoing	Admin, School leadership team	

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

Goal #4

Engaged Workforce

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Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	Spr. 2022 YVM- 39% Gunston staff responded favorably to school based Professional Learning meeting their needs	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026 (Spr. 2026 YVM), at least 80% of Gunston staff will respond favorably to question : "How well does school-based PL meet your needs"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024 (Spr. 2024 YVM), at least 70% of Gunston staff will respond favorably to question : "How well does school-based PL meet your needs"		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 75% of Gunston staff will respond favorably to question : "How well does school-based PL meet your needs"		
Annual Performance Goal Year 3 (2025-26)	By June 2026 (Spr. 2026 YVM), at least 80% of Gunston staff will respond favorably to question : "How well does school-based PL meet your needs"		
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
Utilize coaching as a means to implement new strategies. Math, Literacy, Special Education, Diversity, Equity & Inclusion Coaches, Instructional Technology Coordinator, Instructional Lead Teacher will provide coaching to staff in their respective areas in the focal areas identified above in the Math & ELA action steps.	Sept-June	Coaches	Principal & AP will monitor by conducting walkthroughs and observations, attending CLT's
Prioritize peer collaboration as an improvement strategy. Teachers will participate in CLT's and utilize the established CLT structure	Sept-June	All Staff	Principal & AP will monitor by conducting walkthroughs and observations, attending CLT's
Focus PL content on subject-specific instructional practices for the implementation as identified in the Math and ELA action steps	Sept-June	All Staff	Principal & AP will monitor by conducting walkthroughs and observations, attending CLT's

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Partner with the Office of Professional Learning to identify content and design high-quality professional learning.		Sept-June	Admin, Professional Learning Office	Principal & AP with support from PL Office
Progress Monitoring				
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-8- YVM Staff: PL results	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)	
		School-Based Survey	YVM	

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	Spr. 2022 - YVM - 78% favorable reponse overall	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
By June 2026, at least 90% of families will respond favorably on the category Partnerships: Family Engagement on Spr. 2026 YVM				
Annual Performance Goals				
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 85% of families will respond favorably on the category Partnerships: Family Engagement on Spr. 2024 YVM			
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 88% of families will respond favorably on the category Partnerships: Family Engagement on a school-based survey			
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 90% of families will respond favorably on the category Partnerships: Family Engagement on Spr. 2026 YVM			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.			

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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) *Welcoming All Families -Ensuring a family friendly, respectful, and helpful school climate -Designated family friendly resource space in school -Principal greets families before and after school	Sept- June, ongoing	All Staff	Principal & AP will monitor during meetings with staff and families
Action 2 (Communicating Effectively): * Utilize ParentSquare as a 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. * 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	All Staff	Principal & AP will review Parent Square reports to see staff usage
Action 3 (Student Success): * Host at least four parent workshops/information/training sessions that focus on Student Social, Emotional, Mental Health, substance abuse awareness and restorative practices. F.A.C.E. will focus on supporting families and students with disabilities towards college and career preparedness.	Sept- June, ongoing	Counseling, Student Services, community partners	Principal & AP will ensure workshops are scheduled

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)
		school-based survey	YVM