

Identification of Goals and Strategies

Action Steps



			Literacy SI	MART Goal					
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	Source
					Strong: Metacognitive Stratetgies for literacy across	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
Implement PLCs with a focus on examining	Assistant Principal of Insruciton	Weekly		Classroom Observations	Strong: PLCs		FALSE		FALS
tudent work and assessment/data use to drive	Instructional Coaches	Aug-May	PLC Observations	Student Achievement Data	Moderate: PBL, inquiry	We are building a culture of student support	TRUE P	Parent & Family Enagagement	FALS
instruction.	Grade-Level Teacher & Department Chairs	,			Strong: Metacognitive Stratetgies for literacy across	We are equipping and empowering leaders and staff	TRUE	School Improvement	TRU
					Moderate: PBL, inquiry	We are creating a system of support for schools	TRUE	Title II	TRU
	Assistant Prinicpal of Insruciton				Strong: Metacognitive strategies for literacy across	We are fostering academic excellence for all	TRUE	Title I, A	TRU
npelment ELA/SS Acceleration block focused	Assistant Prinicpai of instruction	Weekly (Mon-Thurs)	Classroom Observations	Student Achievement Data	the curriculum.	We are building a culture of student support	TRUE P	Parent & Family Enagagement	FALS
interdisciplinary literacy.	Department Chairs	Aug-May	Classicolii Observations	Student Achievement Data		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRU
						We are creating a system of support for schools	FALSE	Title II	TRU
					Strong: Metacognitive Stratetgies for lieracy across	We are fostering academic excellence for all		Title I, A	
					the curriculum.		TRUE		TRU
ement a school-wide writing initiative using	Principal					We are building a culture of student support		Parent & Family Enagagement	
	Assistant Principal of Instruction Monthly Instructional Leadership Team Aug-May		Panther Paragraph Rubric/Academic Writing				TRUE		FALS
the Panther Paragraph.		Aug-May	Gallery - BOY, MOY, EOY	Student Achievement Data	Strong: Metacognitive Stratetgies for literacy across	We are equipping and empowering leaders and staff		School Improvement	
	· I				the curriculum.		TRUE		TRU
						We are creating a system of support for schools	FALSE	Title II	TRU
			Cubaraum Action Stone	for Literacy (very in	-d\		TALJE		1110
			Subgroup Action Steps						
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	Source
					Strong: Metacognitive Stratetgies for literacy across	We are fostering academic excellence for all	TRUE	Title I, A	TRU
mplmentation of Differentiated Small Group		Aug-May	SDI Implementation Tracker/Co-Teaching Rubric	Student Achievement Data	the curriculum.	We are building a culture of student support		Parent & Family Enagagement	FALS
plans in co-taught classrooms.	Special Education Lead Teacher	,		Co-Teaching Observations		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRU
	Team Excel Teachers/Gen Ed Teachers					We are creating a system of support for schools	FALSE	Title II	FALS
						We are fostering academic excellence for all	FALSE	Title I, A	FALS
						We are building a culture of student support		Parent & Family Enagagement	FALS
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALS
					l e	We are creating a system of support for schools	FALSE	Title II	FALS



			Numeracy :	SMART Goal					
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source
Implement PLCs with a focus on examining					Strong: Metacognitive Stratetgies for literacy across	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
student work and assessment/data use to drive	Assistant Principal of Instruction	Weekly	PLC Observations	Classroom Observations	Moderate: PBL, inquiry	We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
instruction.	Math Department Chair	Aug-May	PLC Observations	Student Achievement Data	Strong: PLCs	We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
maracton.						We are creating a system of support for schools	FALSE	Title II	TRUE
					Moderate: Problem based, inquiry	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
Implement Algebra I Acceleration block.	Assistant Principal of Instruction	Aug-May	Classroom Observations	Classroom Observations		We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
implement Algebra i Acceleration block.	Grade-Level Teacher & Department Chairs	Aug-Way	Classicotti Observations	Student Achievement Data		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Enagagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE
			Subgroup Action Steps	for Numeracy (requ	ired)				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source

	Action Steps Person/Position Responsible Timeline of Implementation Method for Monitoring Method for Monitoring Evidence Based Rating and Link APS District Strategic Plan Federal Programs Funding Source									
Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source		
				Madamta Deblom based insuin	We are fostering academic excellence for all	TRUE	Title I, A	TRUE		
	Aug Man	SDI Implementation Tracker/Co-Teaching Rubric	Student Achievement Data	woderate. Problem based, inquiry	We are building a culture of student support	TRUE	Parent & Family Enagagement	TRUE		
Special Education Lead Teacher	Aug-ividy		Co-Teaching Observations		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE		
Team Excel Teachers/Gen Ed Teachers					We are creating a system of support for schools	FALSE	Title II	FALSE		
					We are fostering academic excellence for all	FALSE	Title I, A	FALSE		
					We are building a culture of student support	FALSE	Parent & Family Enagagement	FALSE		
					We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE		
					We are creating a system of support for schools	FALSE	Title II	FALSE		
	Special Education Lead Teacher	Special Education Lead Teacher Aug-May	Special Education Lead Teacher Aug-May SDI Implementation Tracker/Co-Teaching Rubric	Special Education Lead Teacher Aug-May SDI Implementation Tracker/Co-Teaching Rubric Student Achievement Data Co-Teaching Observations	Special Education Lead Teacher Aug-May SDI Implementation Tracker/Co-Teaching Rubric Student Achievement Data Co-Teaching Observations	Special Education Lead Teacher Team Excel Teachers/Cen Ed Reacher Team Excel Teachers/Cen Ed Reachers Special Education Lead Teachers Aug-May SDI Implementation Tracker/Co-Teaching Rubric Student Achievement Data Co-Teaching Observations Student Achievement Data Co-Teaching Observations We are causing a system of support of schools We are fostering academic excellence for all We are fostering academic excellence for all We are fostering academic excellence for all We are requiping and empowering leaders and staff We are requiping and	Special Education Lead Teacher Team Excel Teachers/Gen Ed Teac	Special Education Lead Teacher Team Excel Teachers/Gen Ed Teac		



	Whole Child & Intervention SMART Goal											
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source			
					Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE			

Expand PBIS incentives to include monthly						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
celebrations, townhall recognition, awards day,				Behavior Incident Data (APS Graphs) OSS Rates		We are creating a system of support for schools		Title II	
quarterly reward events.	Assistant Principal of Culture/Climiate Social Worker		Weekly 0 Incident Behavior Reports	Graphis) O33 Rates					
	Opportunity Gap Specialist Cohort		Number of PBIS Recognitions (Monthly,						
	Administrator Grade-Level Chairs	Aug - May	Quarterly)				FALSE		FALSE
	Assistant Principal of Culture/Climiate				Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
	Social Worker					We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
Progress monitor student academic, behavior	Opportunity Gap Specialist Cohort			Behavior Incident Data (APS		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
(classroom & school), and daily attendance to	Administrator Grade-Level Chairs			Graphs) OSS Rates		We are creating a system of support for schools		Title II	
celebrate positive school engagement.									
		Bi-Weekly							
		Aug - May	Monthly recognitions and celebrations				FALSE		TRUE
	Assistant Principal of				Strong: Metacognitive Stratetgies for literacy across	We are fostering academic excellence for all		Title I, A	
	Culture/Opportunity Gap Specialist.				the curriculum.		TRUE		FALSE
	Opportunity Gap Specialist Cohort				Moderate: PBL, inquiry	We are building a culture of student support		Parent & Family Enagagement	
Select, train, and implement PBIS platform with	Administrator Grade-Level Chairs			Behavior Incident Data (APS Graphs) OSS Rates		We are equipping and empowering leaders and staff	TRUE	School Improvement	FALSE
ан ѕтап.				Graphs) USS Rates		we are equipping and empowering leaders and starr	TRUE	School Improvement	TRUE
		On-going				We are creating a system of support for schools	TRUE	Title II	IKUE
		Sep- May	Platform usage reports			we are creating a system of support for schools	FALSE	Title II	TRUE
			1						
		Si	ubgroup Action Steps for Who	le Child & Interventi	on (required)				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	Source
					Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
		Bi-Weekly				We are building a culture of student support	TRUE	Parent & Family Enagagement	TRUE
SWD: Monitor implementation of behavior		Aug-May				We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
intervention and student support plans.	Case Manager	YOP, INION	Behavior Tracking Progress Monitoring	SWD Discipline Data		We are creating a system of support for schools	FALSE	Title II	TRUE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Enagagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE



CCRPI Content Mastery SMART Goal (HS Only)

		Camar Communication () 2000 (100 Camar)										
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	z Source			
Implement PLCs with a focus on examining	Assistant Prinicpal of Insruciton				Strong: PLCs	We are fostering academic excellence for all	TRUE	Title I, A	TRUE			
student work and assessment/data use to drive	Instructional Coaches	Weekly	PLC Observations	Classroom Observations		We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE			
instruction.	Grade-Level Teacher & Department Chairs	Aug-May	F EC Observations	Student Achievement Data		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE			
ilistraction.	Grade-Lever reactier & Department Chairs					We are creating a system of support for schools	FALSE	Title II	TRUE			
					Strong: Metacognitive Stratetgies for literacy across	We are fostering academic excellence for all	TRUE	Title I, A	TRUE			
Instruction – Increase student engagement with	Instructional Leadership Team		Observation data	CCRPI Attendance Student Drill	Moderate: PBL, inquiry	We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE			
a focus rigorous tier 1 instruction through STEAM	STEAM Coordinator		Academic intervention participation	Down		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE			
focused PBL units.	Grade-Level Teacher & Department Chairs	On-going	Examining Student Work (Final	Average Daily Attendance Student Achievement Data		We are creating a system of support for schools		Title II				
		Sep- May	projects, student PBL journals)	Student Achievement Data			FALSE		TRUE			
Impelment Literacy Across the Curriculum					Strong, Wetacognitive strategies for interacy across	We are fostering academic excellence for all	TRUE	Title I, A	TRUE			
speaking, writing, inquiry, reading, and listerning		Monthly	CAMPA D. b.d.	Classroom Observations	the curriculum, https://www.evidenceforessa.	We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE			
strategegies. Using the following stratgies: Panther Paragraph, Academic Discourse Stems,	Assistant Principal of Instruction Instructional Leadership Team	Aug-May	SWIRL Rubric	Student Achievement Data		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE			
and Common Apportation System	instructional Leadership Team					We are creating a system of support for schools	FALSE	Title II	TRUE			

Subgroup Action Steps for CCRPI Content Mastery SMART Goal (HS Only)

		Subgro	oup Action Steps forcered Con	itent iviastery siviar	(i Goal (HS Only)				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source
			IEP Progress Tracking		Moderate: https://www.evidenceforessa.org/pro	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
Bi-weekly progress monitoring of SWDs.		Aug-May	Co-Teaching Rubric	Student Achievement Data		We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
Bi-weekly progress monitoring of swos.	Special Education Lead Teacher	Aug-ividy	IEP Meetings	Co-Teaching Observations	Strong; Metacognitive strategies for literacy acr	We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
	Team Excel Teachers		itr weetings			We are creating a system of support for schools	FALSE	Title II	FALSE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
	Į.					We are building a culture of student support	FALSE	Parent & Family Enagagement	FALSE
	Į.					We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE



CCRPI Graduation SMART Goal (HS Only)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source
					Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
Implement credit recovery opportunities (9-12)	Counselors	Aug - May	Pass/Fail Rates	Credits Earned		We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
including virtual options and face-to-face options.	Assistant Principal of Instruction	Aug - Ividy	Progress Rates	On-Time Course Completion		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
	Counselors		At-Risk/Grad Status Meetings documented in IC		Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
Engage Parent/Caregivers through At-Risk/Grad	Graduation Coach	Quarterly	At-Risk/Grad Status mailings documented in IC	Graduation Rate		We are building a culture of student support	TRUE	Parent & Family Enagagement	TRUE
Status meetings.	Cohort Administrator	Sep-May	Townhall meeting presentations/Number of	Graduation Rate		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
			home visits			We are creating a system of support for schools	FALSE	Title II	TRUE
					Strong: Early Warning and Intervention	We are fostering academic excellence for all		Title I, A	
	Counselors						TRUE		TRUE
Hold weekly Grad Rate meetings to monitor and implement differentiated supports based on	Graduation Coach	Weekly	Cohort data summary (APS Graphs)			We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
graduation tiers and individual student progress	Cohort Administrator	Sent - May	Weekly Grad Rate Agenda	Graduation Rate		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE

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,	,	,			We are creating a system of support for schools		Title II	
Grade Level Chair								1
						FALSE		TRUE
	Cub	group Action Stone for CCBBI	Production SMART	Coal (US Only)				
Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	g Source
				Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
,		IEP meeting notes			We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
,		Communication documented in IC			We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
Special Education Lead Teacher, Case Manager	On-Going	SWD credit summaries	SWD Graduation Rate		We are creating a system of support for schools	FALSE	Title II	FALSE
-					We are fostering academic excellence for all	FALSE	Title I, A	FALSE
			I		We are building a culture of student support	FALSE	Parent & Family Enagagement	FALSE
			I		We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
Designated Counselor	On-Going	Graduation plans, meeting notes, SWD credit summer	SWD Graduation Rate		We are creating a system of support for schools	FALSE	Title II	FALSE
	Special Education Lead Teacher, Case Manager	Person/Position Responsible Timeline of Implementation Special Education Lead Teacher, Case Manager On-Going	Person/Position Responsible Timeline of Implementation Method for Monitoring IEP meeting notes Communication documented in IC SWD credit summaries	Grade Level Chair Person/Position Responsible Timeline of Implementation Method for Monitoring IEP meeting notes Communication documented in IC SWD Graduation Rate SWD Graduation Rate	Person/Position Responsible Timeline of Implementation Method for Monitoring Method for Monitoring Evidence Based Rating and Unix EP meeting notes Communication documented in IC SWD credit summaries SWD Graduation Rate SWD Graduation Rate	Grade Level Chair Person/Position Responsible Timeline of Implementation Method for Monitoring IEP meeting notes Communication documented in IC SWD credit summaries SWD Graduation Rate We are fostering a system of support for schools We are reating a system of support for schools Evidence Based Rating and Link Strong: Larly Warring and Intervention We are requiping and empowering leaders and staff We are equiping and empowering leaders and staff	Grade Level Chair Person/Position Responsible Timeline of Implementation Method for Monitoring EP meeting notes Communication documented in IC Special Education Lead Teacher, Case Manager On-Going We are creating a system of support for schools FALSE Rethod for Monitoring Evidence Based Rating and Link Strong, Early Warring and Intervention We are fostering academic excellence for all TRUE We are opluging and empowering leaders and staff TRUE We are opluging and empowering leaders and staff We are rectain a system of support to TRUE We are opluging and empowering leaders and staff FALSE We are opluging and empowering leaders and staff FALSE We are opluging and empowering leaders and staff FALSE We are opluging and empowering leaders and staff FALSE We are opluging and empowering leaders and staff FALSE FALSE	Grade Level Chair Person/Position Responsible Timeline of Implementation Method for Monitoring IEP meeting notes Communication documented in IC SWD credit summaries SWD Graduation Rate SWD Graduation Rate We are coupling and empowering leaders and staff We are requiping and empowering leaders support for SADS We are requiping and empowering leaders support for SADS We are requiping and empowering leaders and staff FALSE Title II We are requiping and empowering leaders and staff We are requiping and empowering leaders and staff We are requiping and empowering leaders and staff FALSE Title II We are requiping and empowering leaders and staff FALSE Title II We are requiping and empowering leaders and staff FALSE Title II We are equiping and empowering leaders and staff FALSE Title II We are equiping and empowering leaders and staff FALSE Title II We are equiping and empowering leaders and staff FALSE Title II FA



			College & Career Reading	ess SMART Goal (HS	Only)
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	ng Source
					Strong: SAT Prep	We are fostering academic excellence for all	TRUE	Title I, A	FALSE
Tier students for SAT/ACT prep and provided			Classroom Observations	SAT scores of students enrolled		We are building a culture of student support	TRUE	Parent & Family Enagagement	TRUE
resources and support through SAT Prep class.	Assistant Principal of Instruction		Curriculum Planning Documents	SAT Scores of students enfolied		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
	Counselors SAT Prep Teachers/One Goal Teacher	Aug-May	SAT Practice Data			We are creating a system of support for schools	FALSE	Title II	TRUE
					Moderate: Advisement	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Enagagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
				Completion rate for 1:1		We are creating a system of support for schools		Title II	
Standarding and the 4.4 CCD				Advisement					
Streamline process for 1:1 CCR Advisement by ensuring students									
	CCR Counselor		CCR Advisement Scope & Sequence				FALSE		l
complete a post-secondary plan.	Cohort Administrator Counselors	Aug-Sept	1:1 Advisement Protocol				_		FALSE
					Strong: AP, Dual Enrollment Impact	We are fostering academic excellence for all	TRUE	Title I, A	FALSE
						We are building a culture of student support	TRUE	Parent & Family Enagagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
ncrease number of students earning				% of students earning Advanced Learning Credit		We are creating a system of support for schools		Title II	
AP and Dual Enrollment credits by				Learning Credit					
expanding AP and on-campus Dual									
Enrollment courses.	Assistant Principal of Instruction, CCR Counselor	Aug - Jan	SY25 Master Schedule Dual Enrollment Participation				FALSE		TRUE
	Assistant i ilicipal di ilistraction, CCIX Codriseio		1				TALJE		INOL
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding	or Source
Action Steps	Tersony resident responsible	Timeline of implementation	Wethou for Workforms	Wethou for Worldoning	Moderate: Advisement	We are fostering academic excellence for all	TRUE	Title I. A	TRUE
SWD: Identify post-secondary opportunities and				Rates of SWD seamless	Wickerste, Advisement	We are building a culture of student support	TRUE	Parent & Family Enagagement	FALSE
	CCR Counselor		Internship participation	enrollment and/or career		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
placement.		Aug-June	Post-secondary enrollment	placement.		We are creating a system of support for schools	FALSE	Title II	FALSE
		-		ľ		We are fostering academic excellence for all	FALSE	Title I. A	FALSE
				1		We are building a culture of student support	FALSE	Parent & Family Enagagement	FALSE
				 		We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
				1		We are creating a system of support for schools	FALSE	Title II	FALSE