

Claremont - School Action Plan - 2024-2025 to 2026-27

Principal: Liza Burrell-Aldana

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	Spring 2024 - SOL - Math Black - Pass 44% (opp. gap 32%) Hispanic - Pass 63% (opp. gap 13%) EL - Pass 49% (opp. gap 35%) SWD - Pass 32% (opp. gap 44%) Econ. Disadv. - Pass 52% (opp. gap 24%)	Identify if goal is required based on state or federal requirements, or other guidelines	

3 Year Performance Goal

By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black** - Increase pass rate from 44% to at least 66%, reducing the gap from 32% to 17%
- Hispanic** - Increase pass rate from 63% to at least 73%, reducing the gap from 13% to 9%
- EL** - Increase pass rate from 49% to at least 68%, reducing the gap from 27% to 14%
- SWD** - Increase pass rate from 32% to at least 64%, reducing the gap from 44% to 19%
- Econ. Disadv.** - Increase pass rate from 52% to at least 68%, reducing the gap from 24% to 15%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, opportunity gaps on the Math 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 44% to at least 55%, reducing the gap from 32% to 24% Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 13% to 12% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 27% to 20% SWD - Increase pass rate from 32% to at least 47%, reducing the gap from 44% to 31% Econ. Disadv. - Increase pass rate from 52% to at least 60%, reducing the gap from 24% to 18%
Annual Performance Goal Year 2 (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> <ul style="list-style-type: none"> Black - Increase pass rate from 55% to at least 62%, reducing the gap from 21% to 16% Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 11% to 10% EL - Increase pass rate from 58% to at least 65%, reducing the gap from 20% to 16% SWD - Increase pass rate from 47% to at least 57%, reducing the gap from 31% to 24% Econ. Disadv. - Increase pass rate from 60% to at least 64%, reducing the gap from 18% to 16%
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, opportunity gaps on the Math 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 62% to at least 66%, reducing the gap from 19% to 17% Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 11% to 9% EL - Increase pass rate from 65% to at least 68%, reducing the gap from 16% to 14% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 24% to 19% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 17% to 15%

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

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 CLLP 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	
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 CCLPs
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	
Professional Learning: Math Workshop Math Bridges (Intervention) Math Inventory NWEA Assessment Training	Sept - June, ongoing	Administrators, Math Coach	

Progress Monitoring

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Strategic Plan Measures To determine if goal was achieved	M-SS-3- Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL
	M-SS-6- Universal Math Screener		KPI-SAGS-1.4-% of students passing the 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) -Progress Monitoring Data from Interventions	Teacher/CLLP/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLLP/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CCLP/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2	Reading - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - English Hispanic - Pass 63% (opp. gap 15%) EL - Pass 43% (opp. gap 35%) SWD - Pass 53% (opp. gap 25%) Econ. Disadv - Pass 50% (opp. gap 28%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic** - Increase pass rate from 63% to at least 73%, reducing the gap from 15% to 11%
- EL** - Increase pass rate from 43% to at least 65%, reducing the gap from 35% to 19%
- SWD** - Increase pass rate from 53% to at least 68%, reducing the gap from 25% to 16%
- Econ. Disadv.** - Increase pass rate from 50% to at least 69%, reducing the gap from 28% to 15%

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<ul style="list-style-type: none"> Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 15% to 14% EL - Increase pass rate from 43% to at least 54%, reducing the gap from 35% to 26% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 25% to 19% Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 28% to 21% 		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<ul style="list-style-type: none"> Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 13% to 12% EL - Increase pass rate from 54% to at least 62%, reducing the gap from 26% to 21% SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 19% to 17% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 21% to 17% 		
Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<ul style="list-style-type: none"> Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 12% to 11% EL - Increase pass rate from 62% to at least 65%, reducing the gap from 20% to 19% SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 17% to 16% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 17% to 15% 		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.		
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 2-5 for English language comprehension * Implement HMH Arriba la lectura in K-1 for Spanish language comprehension * AMIRA Learning in K-1 for Spanish reading	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	

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Tier 2: * Lexia recommended usage for structured literacy at students' levels in grades 2-5 * Lexia English for EL 1 and EL 2	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	Principal & APs with support from ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CCLPs.
Tier 3: * 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	
Professional Learning * 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	Admin, All Teachers, Reading Specialist	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	M-SS-1- Reading SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL
	M-SS-7- Universal Literacy Screener		KPI-SAGS-1.2-% of students passing the 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- NWEA (3-5th) VALLSS (K-2) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA (3-5th) VALLSS (K-2) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level NWEA (3-5th) VALLSS (K-2) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

Goal #3	Student Well-Being
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills

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Baseline Data	2024 YVM -50% of students responded favorably to survey category on social, emotional, and mental health.	Identify if goal is required based on state or federal requirements, or other guidelines	
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3 Year Performance Goal

In the 2027 school year, 85% of CIS students will respond favorably on the Spring 2026 survey category on social, emotional, and mental health.

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	In the 2025 school year, 75% of CIS students will respond favorably on the Spring 2024 survey category on social, emotional, and mental health.
Annual Performance Goal Year 2 (2025-26)	In the 2026 school year, 80% of CIS students will respond favorably on the Spring 2025 survey category on social, emotional, and mental health.
Annual Performance Goal Year 3 (2026-27)	In the 2027 school year, 85% of CIS students will respond favorably on the Spring 2026 survey category on social, emotional, and mental health.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Train staff and implement RULER approach within CASEL framework * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * SEL Lead will act as a liaison between school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CCLPs * Administer SEL survey in the fall and spring to all students grades 3-5	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLLPs.
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 * School-based mental and behavioral health team analyze data for effectiveness, assess implementation, and adjust interventions to meet students need.	Sept-June, Ongoing	Admin, All Staff	

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Professional Learning 1) School leadership team will model the Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Staff will receive training in the RULER (Recognize Understand Label Express Regulate) approach toward socio-emotional learning. 3) 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 training, Sept-June, Ongoing	Admin, School leadership team	
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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Strategic Plan Key Performance Indicators	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
	M-SWB-15- Students who can identify as school-based adult who supports them		KPI-SWB-1.4-% of students responding favorably to YVM school climate question, “Overall, how much do you feel like you belong at your school?”: 4th-5th & 6-12th*
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 Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Science - Opportunity Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - Science Overall: Pass 84% Hispanic - Pass 73% (opp. gap 11%) EL - Pass 48% (opp. gap 36%) SWD - Pass 58% (opp. gap 26%) Econ. Disadv - Pass 59% (opp. gap 25%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic** - Increase pass rate from 73% to at least 80%, reducing the gap from 11% to 8%
- EL** - Increase pass rate from 48% to at least 68%, reducing the gap from 36% to 21%
- SWD** - Increase pass rate from 58% to at least 71%, reducing the gap from 26% to 17%
- Econ. Disadv.** - Increase pass rate from 59% to at least 72%, reducing the gap from 25% to 16%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, 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 73% to at least 76%, reducing the gap from 11% to 10%</p> <p>EL - Increase pass rate from 48% to at least 57%, reducing the gap from 36% to 28%</p> <p>SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 26% to 21%</p> <p>Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 25% to 20%</p>
Annual Performance Goal Year 2 (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 76% to at least 78%, reducing the gap from 10% to 9%</p> <p>EL - Increase pass rate from 57% to at least 64%, reducing the gap from 29% to 23%</p> <p>SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 21% to 19%</p> <p>Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 21% to 18%</p>
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, 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 78% to at least 80%, reducing the gap from 9% to 8%</p> <p>EL - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 21%</p> <p>SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 19% to 17%</p> <p>Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 18% to 16%</p>

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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	

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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	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * 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	
Professional Learning STEMscopes training and implementation Mastery Connect training and implementation			

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	M-SS-4- Science SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science SOL
	M-SS-18- Subject Specific Formative Assessment		KPI-SAGS-1.5-% of students passing the 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)
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)

Goal #5	Partnerships
Strategic Plan Goal Area	Partnerships
Strategic Plan Performance Objectives	PO-P-3-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.

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Baseline Data	Spring 2024 58% of families indicated that their teachers collaborate with them to support their students' success.	Identify if goal is required based on state or federal requirements, or other guidelines	
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3 Year Performance Goal

On the 2027 YVM survey, at least 80% of Claremont parents will respond favorably on parent engagement

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	On the 2025 YVM survey, at least 70% of Claremont parents will respond favorably on parent engagement
Annual Performance Goal Year 2 (2025-26)	On the 2026 YVM survey, at least 75% of Claremont parents will respond favorably on parent engagement
Annual Performance Goal Year 3 (2026-27)	On the 2027 YVM survey, at least 80% of Claremont parents will respond favorably on parent engagement

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SCW-2.3-Develop and implement reward and recognition processes for all employees aligned to APS strategic priorities and performance objectives.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-3.4-Study, analyze, and pilot innovative staffing models inclusive of new uses of time, resources, schedules, class sizes, and technology to support teacher and staff capacity in improving student learning.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
*Define, develop, and implement equitable school and classroom processes to ensure students are included in decision-making to improve learning outcomes and build trust and transparency.	Sept- June, ongoing	Principal Assistant Principal DEI Specialist	Principal & APs will monitor by conducting walkthroughs and observations and attending CLTs and PL that is organized
*Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.	Sept- June, ongoing	Principal Assistant Principal CIS Instructional Council	
*Build trust through consistent, open, and transparent two-way communication.	Sept- June, ongoing	Principal Assistant Principal CIS Instructional Council	

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*Strengthen the implementation of Padres Latinos, a parent education program to support parent engagement across the different subgroups represented in the school.	Sept- June, ongoing	Principal Assistant Principal CIS Instructional Council	
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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved		Strategic Plan Key Performance Indicators	
	M-P-6- FACE Policy Checklist		KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
	M-P-4- Feedback from participants in school-based family learning events		KPI-P-2.3-% of families engaging in threaded discussions with teachers and reacting to posts on Parent Square
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)
Increased attendance in school events	Increased attendance in school events	Increased attendance in school events	Increased attendance in school events
Families will volunteer in school activities	Families will volunteer in school activities	Families will volunteer in school activities	Families will volunteer in school activities
Families will actively and positive communicate with teachers and administrators	Families will actively and positive communicate with teachers and administrators	Families will actively and positive communicate with teachers and administrators	Families will actively and positive communicate with teachers and administrators
Families will participate in focus groups guided to provide feedback and advocacy for the dual language program	Families will participate in focus groups guided to provide feedback and advocacy for the dual language program	Families will participate in focus groups guided to provide feedback and advocacy for the dual language program	Families will participate in focus groups guided to provide feedback and advocacy for the dual language program
Families will actively participate in 4 surveys regarding parent outreach and engagement	Families will actively participate in 4 surveys regarding parent outreach and engagement	Families will actively participate in 4 surveys regarding parent outreach and engagement	Families will actively participate in 4 surveys regarding parent outreach and engagement