

# Escuela Key Elementary Action Plan - 2024-25 - 2026-27

## Principal: Frances Lee

<b>Goal #1</b>	<b>Math - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	<b>Spring 2024 - SOL - Math</b>  Hispanic - Pass 65% (opp. gap 12%) EL - Pass 43% (opp. gap 34%) SWD - Pass 37% (opp. gap 40%) Econ. Disadv - Pass 53% (opp. gap 24%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

### 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:**

- Hispanic** - Increase pass rate from 65% to at least 74%, reducing the gap from 12% to 9%
- EL** - Increase pass rate from 43% to at least 65%, reducing the gap from 34% to 18%
- SWD** - Increase pass rate from 37% to at least 65%, reducing the gap from 40% to 18%
- Econ. Disadv.** - Increase pass rate from 53% to at least 68%, reducing the gap from 24% to 15%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	<p><b>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 12% to 11%</p> <p><b>EL</b> - Increase pass rate from 43% to at least 54%, reducing the gap from 34% to 25%</p> <p><b>SWD</b> - Increase pass rate from 37% to at least 50%, reducing the gap from 40% to 29%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 24% to 18%</p>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p><b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 11% to 10%</p> <p><b>EL</b> - Increase pass rate from 54% to at least 62%, reducing the gap from 25% to 20%</p> <p><b>SWD</b> - Increase pass rate from 50% to at least 59%, reducing the gap from 29% to 23%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 61% to at least 65%, reducing the gap from 18% to 17%</p>

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**Annual Performance Goal  
Year 3 (2026-27)**

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

**Hispanic** - Increase pass rate from 72% to at least 74%, reducing the gap from 9% to 9%

**EL** - Increase pass rate from 62% to at least 65%, reducing the gap from 19% 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 65% to at least 68%, reducing the gap from 16% to 15%

### Strategic Plan Strategies

**Strategic Plan Strategies- PRIMARY**

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.

**Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -**

S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* 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.</li> <li>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS (Colmena), Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>*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)</li> <li>*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.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>* 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)</li> <li>* 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.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

## Escuela Key Elementary Action Plan - 2024-25 - 2026-27

### Principal: Frances Lee

Professional Learning: 1) Collaborate with Math Office to provide training to all teachers 2) Math Coach to provide Math Coaching Cycles, special focus on new teachers <b>and collaboration between Classroom, English Learners, Special Education teachers.</b>	1) 2023-24 2) 2024-25	Administrators, Math Coach	Principal & AP will support math cocahes during CLTs and in identifying teachers for coaching cycles.
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#### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -Progress Monitoring Data from Interventions	<b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -Progress Monitoring Data from Interventions	<b>School level</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -Progress Monitoring Data from Interventions	<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -[Mastery Connect] Progress Monitoring Data from Interventions

<b>Goal #2</b>	<b>Reading - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	<b>Spring 2024- SOL - English (Reading)</b>  Hispanic - Pass 70% (opp. gap 12%) EL - Pass 45% (opp. gap 37%) SWD - Pass 43% (opp. gap 39%) Econ. Disadv - Pass 62% (opp. gap 20%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

# Escuela Key Elementary Action Plan - 2024-25 - 2026-27

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### 3 Year Performance Goal

**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 70% to at least 78%, reducing the gap from 12% to 9%
- EL** - Increase pass rate from 45% to at least 66%, reducing the gap from 37% to 21%
- SWD** - Increase pass rate from 43% to at least 65%, reducing the gap from 39% to 21%
- Econ. Disadv.** - Increase pass rate from 62% to at least 72%, reducing the gap from 20% to 15%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	<p><b>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 70% to at least 73%, reducing the gap from 12% to 11%</p> <p><b>EL</b> - Increase pass rate from 45% to at least 55%, reducing the gap from 37% to 28%</p> <p><b>SWD</b> - Increase pass rate from 43% to at least 54%, reducing the gap from 39% to 30%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 62% to at least 66%, reducing the gap from 20% to 18%</p>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p><b>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 73% to at least 76%, reducing the gap from 11% to 10%</p> <p><b>EL</b> - Increase pass rate from 55% to at least 63%, reducing the gap from 29% to 23%</p> <p><b>SWD</b> - Increase pass rate from 54% to at least 62%, reducing the gap from 30% to 24%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 66% to at least 69%, reducing the gap from 18% to 16%</p>
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p><b>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 76% to at least 78%, reducing the gap from 9% to 9%</p> <p><b>EL</b> - Increase pass rate from 63% to at least 66%, reducing the gap from 22% to 21%</p> <p><b>SWD</b> - Increase pass rate from 62% to at least 65%, reducing the gap from 23% to 21%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 16% to 15%</p>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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## Escuela Key Elementary Action Plan - 2024-25 - 2026-27

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<p>Tier 1:</p> <ul style="list-style-type: none"> <li>* Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics)</li> <li>* Implement CKLA in 2-5 for English language comprehension</li> <li>* Implement HMH Arriba la lectura in K-1 for Spanish language development and comprehension</li> <li>* Incorporate authentic writing weekly with feedback. (Writing journals) Provide structured opportunities for Oral language development.</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Spanish Coach	Principal & APs will support with ATSS (Colmena), ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2: Provide multiples opportunities to scaffold to engage grade level content. (SWD)</p> <ul style="list-style-type: none"> <li>* Lexia recommended usage for structured literacy at students level</li> <li>* Lexia English for EL 1 and EL 2</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Spanish Coach	
<p>Tier 3:</p> <ul style="list-style-type: none"> <li>* Structured literacy lessons in addition to core ELA block</li> <li>* Multisensory decoding/encoding lessons; repeated opportunities for practice</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<p>Professional Learning: Virginia Literacy Act - Revolutionary Writing</p> <ul style="list-style-type: none"> <li>* HMH Arriba la lectura pre-service training on 8/21</li> <li>* CAL early Spanish literacy training for new K-1 teachers and all 2nd grade SLA teachers</li> </ul>	Sept-June, ongoing	Administrator, DLI Coordinator, Spanish Coach at school	Principal & AP, DLI Coordinator

### Progress Monitoring

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.2-% of students passing the Reading SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>

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<b>School level-</b> DIBELS grades 2-5  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3]	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect- [Mastery Connect- Gr. 3-5 & Paper K-2]	<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3]	<b>School level</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -SOL
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Goal #3	Student Well-Being		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	2024 - YVM Student Well-Being: Social, Emotional, and Mental Health 57% favorable response rate	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
On the 2026 YVM survey, at least 75% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	On the 2025 YVM survey, at least 65% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	On the 2026 YVM survey, at least 70% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	On the 2027 YVM survey, at least 75% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			



# Escuela Key Elementary Action Plan - 2024-25 - 2026-27

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<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	<b>Spring 2024 - SOL - Science</b>  Black - Pass 0% (opp. gap 66%) Hispanic - Pass 46% (opp. gap 20%) EL - Pass 0% (opp. gap 66%) SWD - Pass 18% (opp. gap 48%) Econ. Disadv - Pass 31% (opp. gap 35%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

### 3 Year Performance Goal

**By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:**

- Hispanic** - Increase pass rate from 46% to at least 67%, reducing the gap from 20% to 8%
- EL** - Increase pass rate from 0% to at least 56%, reducing the gap from 66% to 19%
- SWD** - Increase pass rate from 18% to at least 60%, reducing the gap from 48% to 16%
- Econ. Disadv.** - Increase pass rate from 31% to at least 63%, reducing the gap from 35% to 12%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	<b>By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Hispanic</b> - Increase pass rate from 46% to at least 56%, reducing the gap from 20% to 13% <b>EL</b> - Increase pass rate from 0% to at least 30%, reducing the gap from 66% to 39% <b>SWD</b> - Increase pass rate from 18% to at least 39%, reducing the gap from 48% to 30% <b>Econ. Disadv.</b> - Increase pass rate from 31% to at least 46%, reducing the gap from 35% to 23%
<b>Annual Performance Goal Year 2 (2025-26)</b>	<b>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Hispanic</b> - Increase pass rate from 56% to at least 63%, reducing the gap from 13% to 9% <b>EL</b> - Increase pass rate from 30% to at least 46%, reducing the gap from 39% to 27% <b>SWD</b> - Increase pass rate from 39% to at least 51%, reducing the gap from 30% to 21% <b>Econ. Disadv.</b> - Increase pass rate from 46% to at least 56%, reducing the gap from 23% to 16%
<b>Annual Performance Goal Year 3 (2026-27)</b>	<b>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Hispanic</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 9% to 8% <b>EL</b> - Increase pass rate from 46% to at least 56%, reducing the gap from 26% to 19% <b>SWD</b> - Increase pass rate from 51% to at least 60%, reducing the gap from 21% to 16% <b>Econ. Disadv.</b> - Increase pass rate from 56% to at least 63%, reducing the gap from 16% to 12%

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.
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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 <b>* Ensure the consistent utilization of units and benchmark assessment for grades 3-5 to monitor progress and intervention, as needed</b> * Implement science curriculum using district-wide adopted resources. * All elementary schools complete 3rd grade science performance assessments, as required by VDOE. * SBG elementary schools to follow curriculum pacing guides.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Participate in weekly Science CLT.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Admin, All Staff	
<b>Professional Learning Use of unit assessments, data analysis, and intervention strategies</b> 1) Staff to take part in trainings offered by Science office on newly adopted resources during pre-service during pre-service and throughout the year. 2) Lead Teacher, in collaboration with Elementary Science Specialist, will provide opportunities for data analysis and lesson planning during CLTs.	Sept-June, Ongoing	Sept-June, Ongoing	
Progress Monitoring			
<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-1.4-Science SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.5-% of students passing the Science SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>

## Escuela Key Elementary Action Plan - 2024-25 - 2026-27

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<b>School wide</b> <b>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</b>  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>School wide</b> <b>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</b>  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>School wide</b> <b>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</b>  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>School wide</b> <b>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</b>  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)
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<b>Goal #5</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
<b>Baseline Data</b>	YVM 2024 82% of Escuela Key families respond favorably on students and family engagement on your voice matter.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By the 2026 YVM, at least 90% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By the 2025 YVM, at least 84% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By the 2026 school based survey, at least 86% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By the 2027 YVM, at least 88% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			

## Escuela Key Elementary Action Plan - 2024-25 - 2026-27

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

### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators	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)

**Escuela Key Elementary Action Plan - 2024-25 - 2026-27**  
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FACE Checklist, exit tickets

YVM