

**Escuela Key Elementary Action Plan
2025-2026 to 2027-2028
Principal: Frances Lee**

Goal #1	Math - 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 2025 - SOL - Math Hispanic - Pass 72% (opp. gap 10.6%) EL - Pass 45% (opp. gap 37%) SWD - Pass 43% (opp. gap 39%) Econ. Disadv - Pass 58% (opp. gap 24%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, 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 80%, reducing the gap from 11% to 8% EL - Increase pass rate from 45% to at least 66%, reducing the gap from 38% to 21% SWD - Increase pass rate from 43% to at least 65%, reducing the gap from 40% to 22% Econ. Disadv. - Increase pass rate from 58% to at least 65%, reducing the gap from 25% to 16%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, 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 75%, reducing the gap from 11% to 10% EL - Increase pass rate from 45% to at least 55%, reducing the gap from 38% to 29% SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 40% to 31% Econ. Disadv. - Increase pass rate from 58% to at least 65%, reducing the gap from 25% to 20%		
Annual Performance Goal Year 2 (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 75% to at least 77%, reducing the gap from 10% to 9% EL - Increase pass rate from 55% to at least 63%, reducing the gap from 30% to 24% SWD - Increase pass rate from 54% to at least 62%, reducing the gap from 31% to 25% Econ. Disadv. - Increase pass rate from 65% to at least 68%, reducing the gap from 20% to 18%		

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Annual Performance Goal Year 3 (2027-28)

By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 77% to at least 80%, reducing the gap from 9% to 8%

EL - Increase pass rate from 63% to at least 66%, reducing the gap from 23% to 21%

SWD - Increase pass rate from 62% to at least 65%, reducing the gap from 24% to 22%

Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 18% to 16%

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
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS (Colmena), Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR, Kathy Richardson, Math in Practice, Bridges, Zearn, 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	

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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: 1) Collaborate with Math Office to provide training to all teachers 2) Math Coach to provide Math Coaching Cycles, special focus on new teachers and collaboration between Classroom, English Learners, Special Education teachers.		1) 2023-24 2) 2024-25	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles.
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
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) - [Mastery Connect] -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -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) - [Mastery Connect] -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) - [Mastery Connect] -Progress Monitoring Data from Interventions	

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Goal #2	Reading - 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 2025- SOL - English (Reading) Hispanic - Pass 67% (opp. gap 12%) EL - Pass 38% (opp. gap 41.%) SWD - Pass 43% (opp. gap 37%) Econ. Disadv - Pass 50% (opp. gap 29.6%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 67% to at least 76%, reducing the gap from 12% to 9%
EL - Increase pass rate from 38% to at least 65%, reducing the gap from 41% to 19%
SWD - Increase pass rate from 43% to at least 65%, reducing the gap from 36% to 19%
Econ. Disadv. - Increase pass rate from 50% to at least 69%, reducing the gap from 29% to 16%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 12% to 11% EL - Increase pass rate from 38% to at least 51%, reducing the gap from 41% to 30% SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 36% to 27% Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 29% to 22%
Annual Performance Goal Year 2 (2026-27)	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 73%, reducing the gap from 11% to 10% EL - Increase pass rate from 51% to at least 59%, reducing the gap from 30% to 24% SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 27% to 21% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 22% to 18%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 73% to at least 76%, reducing the gap from 10% to 9% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 24% to 19% SWD - Increase pass rate from 62% to at least 65%, reducing the gap from 21% to 19% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 18% to 16%

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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
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in 2-5 for English language comprehension * Implement HMH Arriba la lectura in K-1 for Spanish language development and comprehension * Incorporate authentic writing weekly with feedback. (Writing journals) Provide structured opportunities for Oral language development.	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.
Tier 2: Provide multiples opportunities to scaffold to engage grade level content. (SWD) * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Spanish Coach	
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: Virginia Literacy Act - Revolutionary Writing * HMH Arriba la lectura pre-service training on 8/21 * CAL early Spanish literacy training for new K-1 teachers and all 2nd grade SLA teachers	Sept-June, ongoing	Administrator, DLI Coordinator, Spanish Coach at school	

Progress Monitoring

Strategic Plan Measures	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL
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To determine if goal was achieved			
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- DIBELS grades 2-5 Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3]	Teacher/CLT/Grade- -End of Unit [Mastery Connect- [Mastery Connect- Gr. 3-5 & Paper K-2]	School level- MAP Growth and VALLS Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3]	School level DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -SOL

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		
Baseline Data	2025 - YVM Student Well-Being: Social, Emotional, and Mental Health 76% favorable response rate	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

On the 2028 YVM survey, at least 82% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, at least 78% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, at least 80% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.

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Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, at least 82% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 Increase bullying prevention lessons * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a 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) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) 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 traning, Sept-June, Ongoing	Admin, School leadership team	Meeting agendas, Data Analysis Reports,
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.1-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

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Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Science - Proficiency 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 2025 - SOL - Science - Black - Pass 0% (opp. gap 0) Hispanic - Pass 53% (opp. gap 17%) EL - Pass 0% (opp. gap 71%) SWD - Pass 33% (opp. gap 37%) Econ. Disadv - Pass 34% (opp. gap 36%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
Hispanic - Increase pass rate from 53% to at least 68%, reducing the gap from 18% to 11% EL - Increase pass rate from 0% to at least 56%, reducing the gap from 71% to 23% SWD - Increase pass rate from 33% to at least 64%, reducing the gap from 38% to 15% Econ. Disadv. - Increase pass rate from 34% to at least 64%, reducing the gap from 37% to 15%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	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 53% to at least 61%, reducing the gap from 18% to 13% EL - Increase pass rate from 0% to at least 30%, reducing the gap from 71% to 44% SWD - Increase pass rate from 33% to at least 48%, reducing the gap from 38% to 26% Econ. Disadv. - Increase pass rate from 34% to at least 48%, reducing the gap from 37% to 26%		

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Annual Performance Goal Year 2 (2026-27)	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 61% to at least 65%, reducing the gap from 13% to 12% EL - Increase pass rate from 30% to at least 46%, reducing the gap from 44% to 31% SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 26% to 19% Econ. Disadv. - Increase pass rate from 48% to at least 57%, reducing the gap from 26% to 19%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap from 21% to 11% EL - Increase pass rate from 46% to at least 56%, reducing the gap from 31% to 23% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 19% to 15% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 19% to 15%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Ensure the consistent utilization of units and benchmark assessment for grades 3-5 to monitor progress and intervention, as needed * 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	
Professional Learning Use of unit assessments, data analysis, and intervention strategies 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	

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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	Strategic Plan Key Performance Indicators	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-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		
Baseline Data	2025 YVM survey, the % of families at our school who respond favorably to the question: "I feel that teachers and staff at my student's school communicate effectively with me" was 84%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2028 YVM survey, the % of families at our school who respond favorably to the question: "I feel that teachers and staff at my student's school communicate effectively with me" will increase from 88% to 90%			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, the % of families at our school who respond favorably to the question: "I feel that teachers and staff at my student's school communicate effectively with me " will increase from 84% to 86%		
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, the % of families at our school who respond favorably to the question: "I feel that teachers and staff at my student's school communicate effectively with me " will increase from 86% to 88%		
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, the % of families at our school who respond favorably to the question: "I feel that teachers and staff at my student's school communicate effectively with me " will increase from 88% to 90%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) -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.
Action 2 (Communicating Effectively): * 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	
Action 3 (Student Success): *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	

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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
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)
	FACE Checklist, exit tickets		YVM