

# Claremont - School Action Plan - 2023-2024

## Principal: Liza Burrell-Aldana

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL - Math Black - Pass 43% (opp. gap 30%) Hispanic - Pass 59% (opp. gap 14%) EL - Pass 38% (opp. gap 35%) SWD - Pass 33% (opp. gap 40%) Econ. Disadv. - Pass 46% (opp. gap 27%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 43% to at least 66%, reducing the gap from 30% to 14% <b>Hispanic</b> - Increase pass rate from 59% to at least 72%, reducing the gap from 14% to 8% <b>EL</b> - Increase pass rate from 38% to at least 65%, reducing the gap from 35% to 15% <b>SWD</b> - Increase pass rate from 33% to at least 64%, reducing the gap from 40% to 16% <b>Econ. Disadv.</b> - Increase pass rate from 46% to at least 67%, reducing the gap from 27% to 13%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	<b>By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 43% to at least 54%, reducing the gap from 30% to 21% <b>Hispanic</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 14% to 10% <b>EL</b> - Increase pass rate from 38% to at least 51%, reducing the gap from 35% to 25% <b>SWD</b> - Increase pass rate from 33% to at least 47%, reducing the gap from 40% to 28% <b>Econ. Disadv.</b> - Increase pass rate from 46% to at least 56%, reducing the gap from 27% to 19%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	<b>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 54% to at least 62%, reducing the gap from 21% to 16% <b>Hispanic</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 10% to 9% <b>EL</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 24% to 18% <b>SWD</b> - Increase pass rate from 47% to at least 57%, reducing the gap from 28% to 21% <b>Econ. Disadv.</b> - Increase pass rate from 56% to at least 63%, reducing the gap from 19% to 15%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	<b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 62% to at least 66%, reducing the gap from 16% to 14% <b>Hispanic</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 9% to 8% <b>EL</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 19% to 15% <b>SWD</b> - Increase pass rate from 57% to at least 64%, reducing the gap from 21% to 16% <b>Econ. Disadv.</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 15% to 13%		

# Claremont - School Action Plan - 2023-2024

## Principal: Liza Burrell-Aldana

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * 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	
<b>Tier 2</b> *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
<b>Tier 3</b> * 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	
<b>Professional Learning:</b>  Math Workshop Math Bridges (Intervention) Math Inventory Savvas Realize/enVision Do the Math	Sept - June, ongoing	Administrators, Math Coach	

**M**

## Claremont - School Action Plan - 2023-2024

### Principal: Liza Burrell-Aldana

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	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) -Progress Monitoring Data from Interventions	<b>Teacher/CLLP/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level</b> NWEA - MAP Growth  <b>Teacher/CLLP/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CCLP/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

<b>Goal #2</b>	<b>Reading - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL - English</b>  Black - Pass 86% (opp. gap --%) Hispanic - Pass 62% (opp. gap 14%) EL - Pass 40% (opp. gap 36%) SWD - Pass 39% (opp. gap 37%) Econ. Disadv - Pass 49% (opp. gap 27%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<b>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Hispanic</b> - Increase pass rate from 62% to at least 72%, reducing the gap from 14% to 11% <b>EL</b> - Increase pass rate from 40% to at least 64%, reducing the gap from 36% to 19% <b>SWD</b> - Increase pass rate from 39% to at least 65%, reducing the gap from 37% to 17% <b>Econ. Disadv.</b> - Increase pass rate from 49% to at least 69%, reducing the gap from 27% to 14%			
<b>Annual Performance Goals</b>			

# Claremont - School Action Plan - 2023-2024

## Principal: Liza Burrell-Aldana

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p><b>By June 2024, 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 62% to at least 66%, reducing the gap from 14% to 13%  <b>EL</b> - Increase pass rate from 40% to at least 52%, reducing the gap from 36% to 27%  <b>SWD</b> - Increase pass rate from 39% to at least 51%, reducing the gap from 37% to 27%  <b>Econ. Disadv.</b> - Increase pass rate from 49% to at least 58%, reducing the gap from 27% to 21%</p>		
<b>Annual Performance Goal Year 2 (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 66% to at least 69%, reducing the gap from 13% to 11%  <b>EL</b> - Increase pass rate from 52% to at least 60%, reducing the gap from 27% to 21%  <b>SWD</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 28% to 21%  <b>Econ. Disadv.</b> - Increase pass rate from 58% to at least 65%, reducing the gap from 21% to 16%</p>		
<b>Annual Performance Goal Year 3 (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 69% to at least 72%, reducing the gap from 12% to 11%  <b>EL</b> - Increase pass rate from 60% to at least 64%, reducing the gap from 21% to 19%  <b>SWD</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 22% to 17%  <b>Econ. Disadv.</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 16% to 14%</p>		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
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	Principal & APs with support from ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CCLPs.
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	
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	

## Claremont - School Action Plan - 2023-2024

### Principal: Liza Burrell-Aldana

<b>Professional Learning</b> * 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 (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	The 2023 YVM indicated that 65% of students	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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

Annual Performance Goals	
<b>Annual Performance Goal Year 1 (2023-24)</b>	In the 2024 school year, 75% of CIS students will respond favorably on the Spring 2024 survey category on social, emotional, and mental health.
<b>Annual Performance Goal Year 2 (2024-25)</b>	In the 2025 school year, 80% of CIS students will respond favorably on the Spring 2025 survey category on social, emotional, and mental health.

# Claremont - School Action Plan - 2023-2024

## Principal: Liza Burrell-Aldana

<b>Annual Performance Goal Year 3 (2025-26)</b>	In the 2026 school year, 85% of CIS students will respond favorably on the Spring 2026 survey category on social, emotional, and mental health.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
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	
<b>Professional Learning</b> 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	
<b>Progress Monitoring</b>			
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<b>Results of Progress (End of Year)</b>	Spring 2024 & 2026 YVM
<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>
SEL Survey	School Survey (based on YVM Question)	SEL Survey	SEL Survey

**Claremont - School Action Plan - 2023-2024**  
**Principal: Liza Burrell-Aldana**

<b>Goal #4</b>	<b>Science - Opportunity Gaps</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL - Science</b>  Black - Pass 50% (opp. gap 19%) Hispanic - Pass 56% (opp. gap 13%) EL - Pass 21% (opp. gap 48%) SWD - Pass 39% (opp. gap 30%) Econ. Disadv - Pass 37% (opp. gap 32%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</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>Black</b> - Increase pass rate from 50% to at least 69%, reducing the gap from 19% to 9% <b>Hispanic</b> - Increase pass rate from 56% to at least 70%, reducing the gap from 13% to 7% <b>EL</b> - Increase pass rate from 21% to at least 60%, reducing the gap from 48% to 17% <b>SWD</b> - Increase pass rate from 39% to at least 65%, reducing the gap from 30% to 12% <b>Econ. Disadv.</b> - Increase pass rate from 37% to at least 65%, reducing the gap from 32% to 12%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</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>Black</b> - Increase pass rate from 50% to at least 59%, reducing the gap from 19% to 14% <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 21% to at least 40%, reducing the gap from 48% to 32% <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 37% to at least 50%, reducing the gap from 32% to 22%		
<b>Annual Performance Goal Year 2 (2024-25)</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>Black</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 13% to 10% <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 40% to at least 52%, reducing the gap from 32% to 23% <b>SWD</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 21% to 15% <b>Econ. Disadv.</b> - Increase pass rate from 50% to at least 59%, reducing the gap from 22% to 16%		
<b>Annual Performance Goal Year 3 (2025-26)</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>Black</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 10% to 9% <b>Hispanic</b> - Increase pass rate from 67% to at least 70%, reducing the gap from 8% to 7% <b>EL</b> - Increase pass rate from 52% to at least 60%, reducing the gap from 23% to 17% <b>SWD</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 16% to 12% <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 16% to 12%		

# Claremont - School Action Plan - 2023-2024

## Principal: Liza Burrell-Aldana

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</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.
<b>Tier 2</b> * 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	
<b>Tier 3</b> * 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	
<b>Professional Learning</b> STEMscopes training and implementation Mastery Connect training and implementation			

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-4- Science SOLs	<b>Results of Progress (End of Year)</b>	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>



## Claremont - School Action Plan - 2023-2024

### Principal: Liza Burrell-Aldana

<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]
<b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #5	Staff Well-Being		
<b>Strategic Plan Goal Area</b>	Engaged Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		
<b>Baseline Data</b>	61% of staff responses to the 2023 YVM survey indicated that they felt that other staff were treated poorly because of their race, ethnicity, culture, gender, socioeconomic status, disability, or sexual orientation.68% responded favorably on staff engagement and workplace climate.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
3 Year Performance Goal			

On the 2026 YVM survey, at least 78% of Claremont staff will respond favorably on staff engagement and workplace climate.

Annual Performance Goals			
<b>Annual Performance Goal Year 1 (2023-24)</b>	On the 2024 YVM survey, at least 75% of Claremont staff will respond favorably on staff engagement and workplace climate.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	On the 2025 YVM survey, at least 77% of Claremont staff will respond favorably on staff engagement and workplace climate.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	On the 2026 YVM survey, at least 80% of Claremont staff will respond favorably on staff engagement and workplace climate.		
Strategic Plan Strategies			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-4-Address unconscious racial bias by implementing implicit bias training throughout APS.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.		
Action Steps			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>

## Claremont - School Action Plan - 2023-2024

### Principal: Liza Burrell-Aldana

<b>Action 1 (DEI Training and Collaboration)</b> *Gathering feedback at CLLPs and staff meetings on a regular basis is essential to being able to be responsive to staff's concerns and needs. *The Equity Team is meeting regularly with time dedicated to move the work forward at the school. *Implicit bias training is scheduled for all staff quarterly.	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
<b>Action 2 (Inclusive Professional Culture)</b> *Review roles of instructional coaches, grade-level leads, and department leads *Provide opportunities for teacher-lead roles *Review expectations for instructional leadership/ council roles	Sept- June, ongoing	Principal Assistant Principal CIS Instructional Council	

#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-EW-6- YVM Staff: Engagement Results	<b>Results of Progress (End of Year)</b>	Spr. 2024 YVM
<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>
Quarterly administration of the school climate and staff engagement survey	Quarterly administration of the school climate and staff engagement survey	Quarterly administration of the school climate and staff engagement survey	Quarterly administration of the school climate and staff engagement survey

<b>Goal #6</b>	<b>Chronic Absenteeism</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	2022-23 Chronic Absenteeism rate was 18.83%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 - School Quality Indicator for Chronic Absenteeism
<b>3 Year Performance Goal</b>			
By June 2026, reduce chronic absenteeism to at least 10%			
<b>Annual Performance Goals</b>			

## Claremont - School Action Plan - 2023-2024

### Principal: Liza Burrell-Aldana

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, reduce chronic absenteeism to at least 10%
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, reduce chronic absenteeism to at least 7%
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, reduce chronic absenteeism to at least 6%

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Create a school-based attendance team that includes administration, registrar, social worker, and family liaison	Ongoing	Administration	Admin will ensure attendance team is formed and meets on a regular schedule
Helping families understand what their children are learning when they are in school and the negative effects of chronic absenteeism on academic achievement and socioemotional learning	Ongoing	Attendance Team	Administration will ensure messaging is sent to families
Monitoring attendance data and using it to identify patterns and determine school supports	Ongoing	Attendance Team	Admin will monitor by reviewing weekly admin team agendas to ensure time is allocated for analysis

#### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance	Results of Progress (End of Year)	EOY Attendance Data
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)
Monthly Review of Attendance Data	Monthly Review of Attendance Data	Monthly Review of Attendance Data	Monthly Review of Attendance Data