

Strategic Plan Goal Area (Dropdown)	Strategic Plan Performance Objectives (Dropdown)	School Performance Goals	Strategic Plan Strategies (Dropdown)	School Actions (1 action per row) - 3-4 actions per goal	Timeline for Actions	Responsible & Accountable Parties (Be Specific)	Strategic Plan Measures (Dropdown)	Baseline Data
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	80% of 5th grade students will understand 5th grade science content as measured by a passing score on the science SOL.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	1) Establish a science team to include science teacher, ITC, administrator, and 5th grade teachers who will meet weekly as a CLT to review performance data, develop benchmark assessments and intervention plans for Tier 2/3 .	Sept- June (team meets weekly)	Science Teacher, ITC, 5th Grade Classroom Teachers, Administrators	M-SS-18-Subject Specific Formative Assessment	Science SOL Pass Rate - 56% - 2021-22
		see above		2) Students will be taught using hands-on instruction (experiments), instruction of content-specific vocabulary, and multiple opportunities to practice and apply learning.	Sept- June	Science Teacher, ITC, 5th Grade Classroom Teachers, Administrators	M-SS-18-Subject Specific Formative Assessment	Science SOL Pass Rate - 56% - 2021-22
		see above		3) Science instruction occurs in Spanish, and opportunities will provide to bridge languages between Spanish and English to strengthen content knowledge of science and vocabulary. 5th grade English teachers will reinforce key concepts and vocabulary that were taught during Gr. 5 Science instruction in Spanish. Resources include using Science A to Z (Raz Kids) to assign English texts on science topics.	Sept- June	Science Teacher, ITC, 5th Grade Classroom Teachers, Administrators	M-SS-18-Subject Specific Formative Assessment	Science SOL Pass Rate - 56% - 2021-22
		see above		4) Science teachers will be meeting monthly with Science and DLI Office to engage in Professional Learning.	Sept- June	Science Teacher, ITC, 5th Grade Classroom Teachers, Administrators	M-SS-18-Subject Specific Formative Assessment	Science SOL Pass Rate - 56% - 2021-22

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-23 school year, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 5% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Hispanic) - at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (EL) - at least a 15% gap reduction or any reporting group with a gap greater than 40% on the baseline measure (SWD)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Strengthen tier 1 core instruction in literacy in English and Spanish by working collaboratively with classroom, EL, SpEd, and Instructional Coaches in biweekly PLCs. Professional learning will be embedded in CLTs focused on implementing structured literacy and the new CKLA curriculum materials. Additional work will be done to connect literacy skills and knowledge across English and Spanish.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-7- Universal Literacy Screener	2021-22 SOL Data Avg Pass Rate at School (ALL)- 77% Black: not reported on VDOE due to group size Hispanic: 64% (13% gap) ELL: 41% (36% gap) SWD: 30% (47% gap) ED: 54% (23% gap). # of students in Intensive Support for DIBELS Kinder 24 1st 24 2nd 20 3rd 16 4th 12 5th 9 Total - 105 / 628 or 17%
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Students identified by DIBELS as intensive and strategic support will receive small group instruction and literacy interventions based on diagnostic need.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-7- Universal Literacy Screener	see above
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Monitor all students' using formative assessments, and progress monitor students receiving intervention twice a month. Adjust instruction and intervention based on student learning.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-7- Universal Literacy Screener	see above
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Instructional Team responds to student gap data and adjusts staff schedules, student grouping, and instructional interventions based upon need.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-7- Universal Literacy Screener	see above

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-23 school year, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 5% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Hispanic) - at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (EL) - at least a 15% gap reduction or any reporting group with a gap greater than 40% on the baseline measure (SWD)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Strengthen tier 1 core instruction in math in Spanish by working collaboratively with classroom, EL, SpEd, and Instructional Coaches in biweekly PLCs. Professional learning will be embedded in CLTs focused on implementing math workshop and interventions using Bridges.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-6- Universal Math Screener	Math SOL (Aggregate-All Grades) - 2021-22 SOL Data o Avg Pass Rate at School (ALL) 75% Black: not reported on VDOE due to group size Hispanic: 64% (11% gap) ELL: 42% (33% gap) SWD: 35% (42% gap) ED: 54% (21% gap)
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Students identified by MI as basic and below basic will receive small group instruction and math interventions (Do the Math/Bridges) based on diagnostic need. Professional learning will be embedded in CLTs focused on implementing math workshop and the new Envisions curriculum materials.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-6- Universal Math Screener	see above
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Monitor all students' using formative assessments, and progress monitor students receiving intervention twice a month. Adjust instruction and intervention based on student learning.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-6- Universal Math Screener	see above
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Instructional Team responds to student gap data and adjusts staff schedules, student grouping, and instructional interventions based upon need.	Sept-June	Classroom, EL, SpEd Teachers, Instructional Coaches, ITC, RTG, Administration	M-SS-6- Universal Math Screener	see above
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	On the 2024 YVM survey, at least 75% of Claremont students will respond favorably on the survey category student social, emotional, and mental health	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	Provide time and professional learning to classroom teachers to be able to implement a daily "opening circle" with students in both their morning and afternoon classes as a check-in and an opportunity to explicitly teach social-emotional skills. *Added in November - ensure a calming corner in every classroom.	Sept-June	Classroom Teachers, Counselors, Student Support Team, Administration	M-SWB-2- YVM Students can identify a trusted adult	65% responded favorably on YVM (2022) on category Student Well-Being: Social, Emotional and Mental Health

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		see above	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	Every 4-6 weeks, facilitate grade level discussions in PLCs to identify who each child's trusted adult is, and match staff to students as needed.	Sept-June	Classroom Teachers, Counselors, Student Support Team, Administration	M-SWB-2- YVM Students can identify a trusted adult	see above
		see above	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	Counselors will create small groups based upon referral and walk-in data to teach social-emotional skills and knowledge, such as Zones of Regulation.	Sept-June	Classroom Teachers, Counselors, Student Support Team, Administration	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	see above
Engaged Workforce	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.	On the 2024 YVM survey, at least 75% of Claremont staff will respond favorably on staff engagement and workplace climate.	S-EW-1-Recruit, retain, and advance high-quality employees.	Collect feedback from staff on school-based professional learning, workplace climate, and staff engagement via exit slips at staff meetings. Admin team and ILT will review results and revise/adjust action steps based on identified needs.	Sept-June	Administration, Office of School Support	M-EW-6- YVM Staff: Engagement Results	Your Voice Matters Survey (61% staff reporting a difference in how they are treated by other staff because of race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation).
		see above	S-EW-1-Recruit, retain, and advance high-quality employees.	Encourage staff to participate in Implicit Bias Training during the 2022-23 school year. Work collaboratively with DEI on presentation/training to staff	Sept-June	Administration, Office of School Support	M-EW-6- YVM Staff: Engagement Results	
		see above	S-EW-1-Recruit, retain, and advance high-quality employees.	Administration will facilitate a Plan-Do-Study-Action improvement cycle with the equity team as they develop an action plan that will include actionable steps to improve staff engagement and climate.	Sept-June	Administration, Claremont Equity Team	M-EW-6- YVM Staff: Engagement Results	
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	On the 2024 YVM survey, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Collect feedback and exit slips on parent-teachers conferences and community feedback. Admin and ILT will review the results of each exit slip and identify opportunities for improvement to bolster engagement	Sept-June		M-P-4- Feedback from participants in school-based family learning events	YVM (2022) Partnerships- Family Engagement 82%
		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Engage families in their child(ren)'s learning by incorporating academic focused family events. -developing a school calendar of FACE opportunities (e.g., PTA meetings, Principal Chats, Curriculum/Academy Nights) -recruiting family members to represent the school in districtwide advisory groups (such as Advisory Council on Teaching and Learning, APS FACE Policy and PIP Working Group, APS FACE Action Team).	Sept-June		M-P-4- Feedback from participants in school-based family learning events	YVM (2022) Partnerships- Family Engagement 82%

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		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Weekly communication from classroom teachers on what students are learning and ways families can support student learning at home via email in English and Spanish.	Sept - June		M-P-3- YVM Family: Engagement	YVM (2022) Partnerships- Family Engagement 82%
		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Admin will plan opportunities for staff to share best practices for family engagement across grade levels.	Sept - June		M-P-3- YVM Family: Engagement	YVM (2022) Partnerships- Family Engagement 82%