

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

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	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%)	Identify if goal is required based on state or federal requirements, or other guidelines	

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLLP wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CCLPs
Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Professional Learning: Math Workshop Math Bridges (Intervention) Math Inventory Savvas Realize/enVision Do the Math	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CCLPs and in identifying teachers for coaching cycles

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Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLLP/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLLP/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CCLP/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - English 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%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic			

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Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 14% to 13% EL - Increase pass rate from 40% to at least 52%, reducing the gap from 36% to 27% SWD - Increase pass rate from 39% to at least 51%, reducing the gap from 37% to 27% Econ. Disadv. - Increase pass rate from 49% to at least 58%, reducing the gap from 27% to 21%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 13% to 11% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 27% to 21% SWD - Increase pass rate from 51% to at least 59%, reducing the gap from 28% to 21% Econ. Disadv. - Increase pass rate from 58% to at least 65%, reducing the gap from 21% to 16%</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 12% to 11% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 21% to 19% SWD - Increase pass rate from 59% to at least 65%, reducing the gap from 22% to 17% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 16% to 14%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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
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	

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Professional Learning * HMH Arriba la lectura pre-service training on 8/21 * AMIRA pre-service training on 8/22 with on-going trainings throughout the year * La Cosecha DLI conference for 2nd grade SLA teachers * CAL early Spanish literacy training for new K-1 teachers and all 2nd grade SLA teachers	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
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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)
School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect]

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Goal #4	Science - Opportunity Gaps		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Science 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%)	Identify if goal is required based on state or federal requirements, or other guidelines	

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			

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<p>Action 1 (DEI Training and Collaboration) *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.</p>	<p>Sept- June, ongoing</p>	<p>Principal Assistant Principal DEI Specialist</p>	<p>Principal & APs will monitor by conducting walkthroughs and observations and attending CLTs and PL that is organized</p>

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