APS PROGRESSIVE PLANNING MODEL
FIRST SEMESTER ACTION PLAN: 2016-2017
School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Discovery Elementary School

School Principal: Erin Russo

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring by quarter)
MATH Discovery's Gap Group 1 Math students had a 66.6% Math pass rate.	Gap Group 1 Math students will achieve a 68% pass rate. .	☒ 1. Challenging/Engaging Program ☒ 2. Eliminating Gaps ☐ 3. High Quality Staff 4. Optimal Learning Environments 5. The Whole Child	Update Assessment Index data Update and use Performance Monitoring Index (PMI) Use quarterly math and other common assessments to inform and drive instruction and provide intervention as appropriate for students not meeting benchmarks. Hold weekly collaborative learning team meetings to discuss data, progress, interventions and other strategies and include all appropriate staff. Small group instruction & Professional Learning (PD) Direct instruction of test-taking strategies as related to the SOL, with emphasis on Computer Adaptive Testing Implement interventions and extensions during Explorer TIme - Arlington Tiered System of Support (ATSS). First quarter and Third quarter	Quarterly October, 2016-May, 2017 Weekly November, 2016 -June, 2017 January, 2016 -June, 2017 Weekly	Teachers, Math Coach, Instructional Lead Teacher, Administrators	Power School Assessment Data Common formative and summative classroom data Smart Goal Data

SCIENCE 24.6 % of fifth grade students achieved Pass Advanced their Science SOL (N=17/69 students)	30% of fifth grade students will achieve Pass Advanced on their Science SOL (N=25/83 students)	☒ 1. Challenging/Engaging Program ☒ 2. Eliminating Gaps ☐ 3. High Quality Staff 4. Optimal Learning Environments 5. The Whole Child	is focused on math school wide. Implement common assessments to gauge student growth. Utilize teacher SMART goal strategies in daily lessons. Purchase and use Reflex Math for all K-5 students National Council of Teachers of Mathematics (NCTM) tools will be pushed out to iPads for easy student access Parent Math Academy created and held to help support parents understanding Departmentalization of fifth grade to ensure consistent science instruction with a classroom teacher who has a strong science background. Third quarter Explorer Time instruction will reteach 4th and 5th grade Science standards. Classrooms teachers will each specialize in one or more areas to review. Science instruction will use authentic, hands-on engaging learning experiences, including the school's Energy Dashboard, Solar Lab, Bioretention Ponds, Solar Clock. Hold monthly to quarterly collaborative learning team meetings to discuss data, progress, interventions and other strategies and include all appropriate staff.	October-June 2017 October-June 2017 October, 2016 - June 2017 November, 2016 February, 2017 September, 2016 -June, 2017 Quarter 3: February 6-April 7, 2017 December, 2016 -June, 2017 September, 2016-June, 2017	Teachers, Instructional Lead Teacher	Formative and summative quarterly assessments Third quarter Explorer Time pre- and post-assessments

WHOLE CHILD C.A.R.E.S. Language for both student and teachers	Students will increase their ability to demonstrate and discuss the Responsive Classroom C.A.R.E.S. approach of Cooperation, Assertion, Responsibility, Empathy, and Self-Control.	1. Challenging/Engaging Program 2. Eliminating Gaps 3. High Quality Staff 4. Optimal Learning Environments ☒ 5. The Whole Child	Mini-lessons on C.A.R.E.S. - each month focus. Library focused pulled books for each month. Cooperation, Assertion, Responsibility, Empathy, Self-Control. Students can make" I can" statements about expectations around C.A.R.E.S. Kindness Assembly (C.A.R.E.S.) . Chime as common expectation & symbol Staff will award students with Explorer bracelets when students demonstrate cooperation, assertion, responsibility, empathy, and self-control. Students will pass bracelets on to peers when they witness the cooperation, assertion, responsibility, empathy, and self-control Professional Development (PD - Power of Words by Paula Denton) Collaborative Learning Visits (CLV) Responsive Classroom Guest morning meeting switch	On-Going monthly focus November, 2016- June, 2017 On-Going On-Going On-Going January January October October-June	Teachers, Instructional Lead Teacher, Coaches, Administrators	Student Survey Data (self-reported) January June Number of Explorer C.A.R.E.S. bracelets distributed Teacher Reflective Survey Data on Teacher Language (self-reported): January June
