



**APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER ACTION PLAN: 2018-2019**  
**School Performance Priorities and Actions to be Taken to Address Student Achievement**

Abingdon Elementary School

Joanne Uyeda

School Name: \_\_\_\_\_

School Principal: \_\_\_\_\_

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>APS STRATEGIC PLAN GOAL</b>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TITLE I SCHOOLWIDE PLAN COMPONENT</b> <u>(1-4)</u>	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)																		
<p><b>Math Achievement</b></p> <table border="1" data-bbox="110 867 411 1312"> <thead> <tr> <th></th> <th>SY 17-18</th> <th>SY 18-19</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>66%</td> <td>74%</td> </tr> <tr> <td>Hispanic</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>SWD</td> <td>24%</td> <td>32%</td> </tr> <tr> <td>LEP</td> <td>52%</td> <td>57%</td> </tr> <tr> <td>ED</td> <td>49%</td> <td>54%</td> </tr> </tbody> </table>		SY 17-18	SY 18-19	All students	66%	74%	Hispanic	44%	50%	SWD	24%	32%	LEP	52%	57%	ED	49%	54%	<p>All students will decrease their failure rate by 10% or meet the target according to the 2019 - 2020 SOL assessments.</p>	<p>Multiple Pathways to Student Success</p>	<p>Abingdon's math coach will provide professional development for all instructional staff on the components and framework of math workshop (Title I PD).</p> <p>Quarterly data digs will be conducted with grades 2-5 to analyze PowerTest data, including grade-level successes and challenges, grade-level subgroup performance, and individual class reflections. Each classroom teacher will develop an action plan for students performing below the 70% benchmark (Title I substitutes).</p> <p>Abingdon's math intervention teacher will work with tier 3 students using the "Do the Math" program during grade-level intervention blocks. The groups will be adjusted after each unit and/or quarterly PowerTest assessment.</p> <p>Provide small group differentiated math instruction for all students through math workshop.</p>	<p>Component 3</p> <p>Component 1</p> <p>Component 2</p> <p>Component 3</p>	<p>October 2018 - May 2019</p> <p>November 2018, January 2019, and April 2019</p> <p>October 2018 - June 2019</p> <p>September 2018 - June 2019</p>	<p>Wendy Mastaler, math coach</p> <p>Joanne Uyeda, principal; Blandine LiGuidi, assistant principal; grade-level teams; special education staff; ESOL/HILT staff; Wendy Mastaler, math coach</p> <p>Wendy Mastaler, math coach and Juan Moya, math intervention teacher</p> <p>Grade level staff and math coach.</p>	<p>Attendance sheets, agendas with listed outcomes, and exit tickets/reflections.</p> <p>Data and action plans for identified students performing below the 70% benchmark.</p> <p>"Due the Math" post test data and quarterly PowerTest results</p> <p>PowerTest data and results from common assessments</p>
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<p><b>Reading Achievement</b></p> <table border="1" data-bbox="102 574 408 1019"> <thead> <tr> <th></th> <th>SY 17 - 18</th> <th>SY 18 - 19</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>67%</td> <td>73%</td> </tr> <tr> <td>Hispanic</td> <td>51%</td> <td>56%</td> </tr> <tr> <td>SWD</td> <td>22%</td> <td>30%</td> </tr> <tr> <td>LEP</td> <td>48%</td> <td>53%</td> </tr> <tr> <td>ED</td> <td>48%</td> <td>53%</td> </tr> </tbody> </table>		SY 17 - 18	SY 18 - 19	All students	67%	73%	Hispanic	51%	56%	SWD	22%	30%	LEP	48%	53%	ED	48%	53%	<p>All students will decrease their failure rate by 10% or meet the target according to the 2019 - 202 SOL assessments.</p>	<p>Multiple Pathways to Student Success</p>	<p>Provide six professional development opportunities in readers and writers workshop for all instructional staff with staff developers from Teachers College. The teachers will have choice on the strand/topic in which they wish to develop further (Title I PD).</p> <p>Quarterly data digs will be conducted with grades 2-5 to analyze PowerTest data, including grade-level successes and challenges, grade-level subgroup performance, and individual class reflections. Each classroom teacher will develop an action plan for students performing below the 70% benchmark (Title I substitutes).</p> <p>Provide identified students with additional literacy support through LLI or OG during grade-level intervention blocks.</p> <p>Provide small group differentiated reading instruction for identified students through guided reading and strategy groups.</p> <p>Title I funded reading specialists will support grades 3-5 in reading intervention (LLI and/or OG) and/or small group instruction.</p> <p>Leverage Title I funds to help striving readers and second language students to progress to grade-level text by enhancing classroom libraries with leveled topic sets featuring scaffolds for literacy and language development (Advance ALL).</p>	<p>Component 3</p> <p>Component 1</p> <p>Component 2</p> <p>Component 3</p> <p>Component 3</p> <p>Component 3</p>	<p>September 2018 - March 2019</p> <p>November 2018, January 2019, and April 2019</p> <p>October 2018 - June 2019</p> <p>September 2018 - June 2019</p> <p>September 2018 - June 2019</p> <p>October 2018</p> <p>November 2018 - June 2019</p>	<p>Marie Mounter (K-2) and Alexis Czeterko (3-5), staff developers from Teachers College.</p> <p>Joanne Uyeda, principal; Blandine LiGuidi, assistant principal; grade-level teams; special education staff; ESOL/HILT staff; literacy team</p> <p>Literacy and ESOL/HILT staff</p> <p>Grade-level teachers, literacy team, and ESOL/HILT team.</p> <p>Lisa Greenberg and Carla Resimann</p> <p>Joanne Uyeda, principal and Mary Lou Rube, reading specialist</p> <p>Recruited Abingdon staff</p>	<p>Attendance sheets and outcomes of each PD session.</p> <p>Data and action plans for identified students performing below the 70% benchmark.</p> <p>PowerTest data, running records, and OG assessments. PowerTest data, F&amp;P, DRA, and PALs</p> <p>HR timesheets</p> <p>Title I budget</p> <p>Attendance, surveys, and calendar of group mentor events</p>
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<p><b>Family And Community Engagement</b></p>	<p>Develop the intellectual, physical, and</p>	<p>Healthy, Safe, and Supported Students</p>	<p>Provide adult mentors to identified students that are at risk for low school motivation, poor peer relationships, low self-esteem, and/or poor academic performance.</p>	<p>Component 4</p>	<p>November 2018 - June 2019</p>	<p>Recruited Abingdon staff</p>	<p>Attendance, surveys, and calendar of group mentor events</p>																		

	emotional development of all students		Hold bi-monthly attendance meetings to monitor the tardies and absences of students with less than 90% attendance rate at the time of the meeting.	Component 4	September 2018 - June 2019	Joanne Uyeda, principal; Blandine LiGuidi, assistant principal; Suzanne Butler, guidance counselor; Sarah Mullinax, guidance counselor; Megan Siegel, social worker	Google document on action taken for each identified student.
			Provide direct behavioral support to 10 students through tier 3 “check in/check out” program. Students and parents receive daily feedback on specific behavioral goals through a daily report. Students meet with mental health workers and specific staff each morning and afternoon.	Component 4	September 2018 - June 2019	Marianne Ellis, psychologist; Sarah Mullinax, guidance counselor; Suzanne Butler, guidance counselor; Andrew Wojciechowski, special education teacher	Students are successful if they reach 80 - 90% of their goals for two consecutive weeks.
			A weekly boys’ group will be conducted by SROs from the Arlington County Police Department for male students in need of behavioral and emotional support. The SROs will conduct two 5 week sessions.	Component 4	Fall 2018 Spring 2019	Officer Shawn Blow and two to three additional SROs.	Attendance and agenda with stated outcomes
							Attendance and agenda with stated outcomes
			A weekly girls’ group will be conducted by SROs from the Arlington County Police Department for female students in need of behavioral and emotional support. The SROs will conduct two 5 week sessions.	Component 4	Fall 2018 Spring 2019	Two to three SROs	Attendance and flyers with identified strategies and/or genre
		Two to three Family Literacy Nights will be held during the 2018 - 2019 school year where families will be invited to participate in and learn about various literacy strategies and genre (Title I Family Engagement).	Component 4	Fall 2018 and Spring 2019	Joanne Uyeda, principal; Blandine LiGuidi, assistant principal; Mary Lou Rube, reading specialist; Lisa Greenberg, reading specialist; Carla Reismann, reading		

			Books of their choice will be sent to 80 identified students during the summer to avoid “summer slide” (Title I Summer Mailbox Books).	Component 4	Spring and summer 2019	specialist; Joan Killingworth, reading specialist; Meghan Fatouros, librarian  Lisa Greenberg, reading specialist, and Carla Reismann, reading specialist;	List of the 80 students with their choice of books.
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