



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

School Name: Barcroft Elementary

School Principal: Judy Apostolico-Buck

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE I SCHOOLWIDE PLAN COMPONENT <a href="#">(1-4)</a>	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																		
<b>Math Achievement</b>  <b>Math performance, based on Federal Accountability Standards, indicates that 68% of all students met the proficiency benchmark for Standards of Learning Assessments.</b> <table border="1" data-bbox="98 1068 333 1448"> <tr> <td>Subgroup</td> <td>SY 17/18</td> </tr> <tr> <td>All</td> <td>68</td> </tr> <tr> <td>Asian</td> <td>100</td> </tr> <tr> <td>Black</td> <td>58</td> </tr> <tr> <td>Hispanic</td> <td>56</td> </tr> <tr> <td>White</td> <td>87</td> </tr> <tr> <td>SWD</td> <td>43</td> </tr> <tr> <td>Econ. Dis</td> <td>58</td> </tr> <tr> <td>ELL</td> <td>59</td> </tr> </table>	Subgroup	SY 17/18	All	68	Asian	100	Black	58	Hispanic	56	White	87	SWD	43	Econ. Dis	58	ELL	59	All students will achieve a pass rate on the 2019 Mathematics SOL assessment that reflects accelerated growth for the group relative to statewide peers. The failure rate for each subgroup will decrease by 10% from the previous year.	Student success	Provide targeted, differentiated professional development to math teachers ensuring teachers effectively implement a math workshop instructional model. <ul style="list-style-type: none"> <li>Create two small group teaching spaces in each math classroom to support the math workshop model</li> </ul>	3	Monthly Aug. -June	Math Coaches  Admin team	List of participants for Workshop 1 and 2 training, walk through data, CLT notes
	Subgroup	SY 17/18																							
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Provide targeted coaching to all third, fourth, and fifth grade mathematics teachers to focus on implementation of the workshop model and scaffolding instruction to develop foundational skills in specific subgroups.	2,3	Monthly Aug. -June	Math coaches-	Math coach notes  Student performance data, CLT minutes																					
Share data with instructional staff and engage in analysis of student performance data to refine instruction in response to student needs	1	Monthly	Math coaches	Book study sign-in and notes  grade level schedules-support staff schedules,																					

							student performance data
			Implement a co-teaching model for students with an IEP and Wida 1 and 2 students. Provide professional development and coaching to enhance effectiveness of co-teaching model.	2	daily, Aug.-June	Admin team, co-teaching pairs	Student attendance records for Eagle Block
			Implement an after-school intervention block for 16-20 students in grades three, four, and five who are approaching grade level benchmarks in mathematics. (Title I staffing)	3	Sept. -May 2x a week for 50-60 minutes	Math coaches, grade level teachers	Student performance data
			Math coaches support teachers in quarterly planning to identify daily learning goals and student friendly learning targets.	1,2,3,4	November, February and April	Admin team, math coaches, grade level math teachers	Quarterly planning documents

**Reading Achievement**

**Reading performance, based on Federal Accountability Standards, indicates that 64% of all students met the proficiency benchmark for Standards of Learning Assessments.**

Subgroup	SY 17/18
All	64
Asian	90
Black	61
Hispanic	48
White	89
SWD	36
Econ. Dis.	50
ELL	52

All students will achieve a pass rate on the 2019 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers. The failure rate for each subgroup will decrease by 10% from the previous year.

Student success

Provide targeted, differentiated professional development to reading/writing teachers ensuring teachers effectively implement the TCRWP workshop instructional model. <ul style="list-style-type: none"> <li>Provide classroom libraries in each literacy classroom to support the workshop model and support every reader in sustained independent reading</li> </ul>	3	August -June	Admin team, reading teachers, classroom literacy teachers	Participation in workshops and professional development, Inventory of classroom libraries and individual book boxes,
Provide targeted coaching to all literacy teachers to focus on implementation of the workshop model and scaffolding instruction to develop foundational reading skills in specific subgroups.	2,3	August-May	Reading teachers	Reading teacher notes, log of coaching cycle
Share data with instructional staff and engage in analysis of student performance data to refine instruction in response to student needs	1	August-May	Admin team, reading teachers, literacy classroom teachers	Student performance data CLT minutes,
Literacy coaches support teachers in quarterly planning to identify daily learning goals and student friendly learning targets.	1,2,3, 4	November, February and April	Admin team, literacy coaches, grade level reading/writing teachers	Quarterly planning documents
Provide training and materials (Title I) for teachers to become certified Reading Recovery/Literacy Lessons instructors	2	July-June	Identified teachers, Kathy Coyne-Instructor	class attendance records, course certification
Implementation of Foundations word knowledge program in grades K-3 to ensure students have a systematic and explicit instruction in phonemic awareness, phonics, fluency, handwriting and spelling. Support implementation with materials and professional learning (Title I).	2,3	September-June	Kindergarten, First, Second and Third grade teachers	Grade level schedules, Unit assessments, admin. observations

<p><b>Family and Community Engagement</b></p> <p><b>Based on the Your Voice Matters Survey family engagement was an area for focus and growth.</b></p> <p><b>35% of Staff felt Barcroft was partnering with families to help them plan for their child’s future.</b></p> <p><b>32% of staff responded favorably that we ensure all families can engage with their child’s learning, regardless of whether the family can physically be at the school.</b></p> <p><b>Students are still developing in perspective taking.</b></p> <p><b>In the Your Voice Matters Survey 55% of students said when others disagreed with them they were respectful of the other’s views.</b></p>	<p>During the 2018-19 school year staff will provide multiple, varied opportunities for families to engage with their child’s learning and will support parents in helping them plan for their child’s future.</p>	<p>Student success</p> <p>Student Well-being</p> <p>Partnerships</p>	<p>Create a weekly communication system for families so families will know what their child is learning each week at school.</p>	<p>August-June</p>	<p>ITC, Bilingual resource assistant, classroom teachers</p>	<p>Copy of weekly learning logs</p>	
			<p>Pilot Academic Parent-Teacher teams</p>	<p>2</p>	<p>3-4 sessions- October -June</p>	<p>identified grade levels, Eagle Lab parents</p>	<p>Agenda and sign in from APTT workshops</p>
			<p>Pilot a home visit program</p>	<p>2</p>	<p>October-May</p>	<p>Identified families</p>	<p>Record of home visits</p>
			<p>Provide adult mentors to the students who are at risk for low school engagement, poor peer relationships, and/or poor academic performance</p>	<p>4</p>	<p>October-May</p>	<p>20-30 identified students</p>	<p>List of mentors/mentees sign in for mentor events</p>
			<p>Identify common reads so all students have an opportunity to engage in discussion about the same book while expressing various viewpoints.</p>		<p>August-May</p>	<p>Lead teacher team</p>	<p>List of books and schedule for common reading time</p>
			<p>Students concerns protocol</p>				