



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

**Barrett Elementary School**

**Dan Redding**

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

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 (1-4)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																												
<p><b>Math Achievement</b></p> <table border="1"> <tr><td>All</td><td>64.4</td></tr> <tr><td>Hispanic</td><td>50</td></tr> <tr><td>SWD</td><td>26.9</td></tr> <tr><td>ELL</td><td>42.7</td></tr> <tr><td>Econ Dis</td><td>50</td></tr> <tr><td>White</td><td>89.3</td></tr> <tr><td>Asian</td><td>79.0</td></tr> </table>	All	64.4	Hispanic	50	SWD	26.9	ELL	42.7	Econ Dis	50	White	89.3	Asian	79.0	<p>Reduce failure rate by at least ten percent for all students and each subgroup.</p> <table border="1"> <tr><td>All</td><td>70</td></tr> <tr><td>Hispanic</td><td>55</td></tr> <tr><td>SWD</td><td>34.2</td></tr> <tr><td>ELL</td><td>48.5</td></tr> <tr><td>Econ Dis</td><td>55</td></tr> <tr><td>White</td><td>90.3</td></tr> <tr><td>Asian</td><td>81.1</td></tr> </table>	All	70	Hispanic	55	SWD	34.2	ELL	48.5	Econ Dis	55	White	90.3	Asian	81.1	<p>Student Success</p>	<p>1. Administrators, Math Coach, Resource Teacher for the Gifted, HILT, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Teams to plan for the needs of all students.            2. Develop and utilize common formative assessments (CFAs) and quarterly assessments to monitor student progress throughout the year. Provide targeted intervention based on results of CFAs. (Work beyond teacher contract hours funded by Title One Budget).            3. Yearlong training in math workshop model (payment for planning beyond contract hours funded by Title One Budget).            4. Utilize “Tiger Time” intervention/extension block to provide targeted intervention/extension based on results of CFAs and quarterly assessments. Groupings are determined based upon current CFA data. Interventions shall include research-based programs such as Do The Math.            5. Quarterly data dives based on summative and interim assessments to review student achievement and plan for intervention and enrichment. (Work beyond contract hours funded by Title One Budget).</p>	<p>2,3  1  2,3,4  2,3  1</p>	<p>All year, weekly  Ongoing  Five times this year.  Ongoing  End of Q1, Q2, Q3</p>	<p>Principal, Assistant Principal, Math Coach, RTG, teachers.  Teachers, Math Coach.  Math Coach.  Teachers.  Principal, Assistant Principal, Math Coach, Teachers.</p>	<p>CLT meeting notes  CFA records, grade level standards data sheets  Math Workshop training materials  Grade level Tiger Time planning records in CLT meeting notes  Data Dive records “Assessment Analysis and Instructional Plan” documents.</p>
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<p><b>Reading Achievement</b></p> <table border="1"> <tr><td>All</td><td>66.7</td></tr> <tr><td>Hispanic</td><td>62.5</td></tr> <tr><td>SWD</td><td>29.4</td></tr> <tr><td>ELL</td><td>40.8</td></tr> <tr><td>Econ Dis</td><td>51.3</td></tr> <tr><td>White</td><td>86.3</td></tr> <tr><td>Asian</td><td>80</td></tr> </table>	All	66.7	Hispanic	62.5	SWD	29.4	ELL	40.8	Econ Dis	51.3	White	86.3	Asian	80	<p>Reduce failure rate by at least ten percent for all students and each subgroup.</p> <table border="1"> <tr><td>All</td><td>70</td></tr> <tr><td>Hispanic</td><td>66.3</td></tr> <tr><td>SWD</td><td>36.5</td></tr> <tr><td>ELL</td><td>46.8</td></tr> <tr><td>Econ Dis</td><td>56.2</td></tr> <tr><td>White</td><td>87.6</td></tr> <tr><td>Asian</td><td>82</td></tr> </table>	All	70	Hispanic	66.3	SWD	36.5	ELL	46.8	Econ Dis	56.2	White	87.6	Asian	82	<p>Student Success</p>	<p>1. Administrators, Reading Specialists, Resource Teacher for the Gifted, HILT, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Teams to plan for the needs of all students.  2. Extend capacity for reading intervention delivery with additional Title One-funded hourly staff (hourly money funded by Title One Budget).  3. Develop and utilize common formative assessments (CFAs) to monitor student progress throughout the year. Provide targeted intervention based on results of CFAs. (Work beyond teacher contract hours funded by Title One Budget).  4. Utilize quarterly assessments and DRA, Fountas and Pinnell, and PALS data to monitor progress and reassign students to in-depth interventions as required (reading recovery, PALS tutoring, double-dose reading, phonemic interventions such as Orton-Gillingham, and Leveled Literacy Intervention).  5. Quarterly data dives based on summative and interim assessments to review student achievement and plan for intervention and enrichment. (Work beyond contract hours funded by Title One Budget).  6. Expert training on tier one instruction in reading provided by consultants from Teachers' College and sending staff for additional training on supporting striving readers at Teachers' College (services and substitutes funded by Title One Budget).</p>	<p>2,3  3,4  1  2,3  1  3,4</p>	<p>All year, weekly  All year  All year  Ongoing, review quarterly.  End of Q1, Q2, Q3  Five times this year.</p>	<p>Principal, Assistant Principal, teachers, reading coach. Additional reading specialists Grade level teachers, reading specialists.  Grade level teachers, reading specialists.  Grade level teachers, reading specialists, principal, assistant principal  Principal, reading coach.</p>	<p>CLT meeting notes  Additional staffing on staff roster, team assignments  CFA records, grade level standards data sheets  Progress monitoring records attached to CLT notes  Data Dive records "Assessment Analysis and Instructional Plan" documents  Records of TC trainings</p>
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<p><b>Science Achievement</b></p> <table border="1"> <tr><td>All</td><td>59.3</td></tr> </table>	All	59.3	<p>Achieve a pass rate of at least 70% of all students.</p>	<p>Student Success</p>	<p>1. Administrators, Science Lead, Resource Teacher for the Gifted, HILT, Special Ed, and General Ed staff meet monthly in grade-level Collaborative Teams to plan for the needs of all students.   2. Utilize quarterly and interim assessments to monitor student progress throughout the year. (Work beyond teacher contract hours funded by Title One Budget).   3. Quarterly data dives based on summative and interim assessments to review student achievement and plan for intervention and enrichment. (Work beyond contract hours funded by Title One Budget).</p>	<p>2,3  1  1</p>	<p>Ongoing, monthly  During monthly CLT meeting  End of Q1, Q2, Q3</p>	<p>Grade five teachers, RTG, HILT teacher, Special Education teacher, science lead, principal, assistant principal Classroom teachers  Teachers, Principal, Assistant Principal, science lead</p>	<p>CLT planning notes  PowerSchool assessment records.  Assessment Analysis and Instructional Plan documents.</p>																										
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<p><b>Family And Community Engagement</b></p>	<p>Train two APTT champions and plan for 2019-2020 SY rollout of APTT.</p>	<p>Student Success Student Well-Being Partnerships</p>	<p>1. Train two staff as Academic Parent-Teacher Teams (APTT) champions to plan for launch of APTT in at least two grade levels in 2019-2020 school year (substitutes paid for by Title One Budget).  2. Hold parent nights that engage families in academic activities that support student learning (e.g. STEAM night, library nights). (Refreshments and materials funded by Title One Budget).  3. Hold weekly Friday Volunteer meetings to engage and inform diverse families regarding activities in the school and how to advocate for students.</p>	<p>2,4</p>	<p>Ongoing, all year</p>	<p>Principal  Family Engagement Coordinator, Lead Teachers, Principal, Assistant Principal  Family Engagement Coordinator, Principal</p>	<p>Two staff selected to participate in champion training Family Engagement coordinator sign in records  Friday volunteer sign in records</p>
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