



APS Progressive Planning Model First Semester Action Plan: 2018-2019

School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Carlin Springs Elementary

School Principal: Eileen Mary Delaney

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 1 Schoolwide Plan Component	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																																
<p><u>English/Language Arts</u></p> <p>Our focus will be to improve all student performance in the area of English Language Arts with a targeted focus on our Students with Disabilities and our students within Gap Group 1: LEP, SWD, & Economically Disadvantaged students.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>80%</td> <td>81%</td> <td>64%</td> </tr> <tr> <td>Gap Group 1</td> <td>79%</td> <td>79%</td> <td>53%</td> </tr> <tr> <td>Gap Group 2</td> <td>82%</td> <td>93%</td> <td>73%</td> </tr> <tr> <td>Gap Group 3</td> <td>79%</td> <td>77%</td> <td>58%</td> </tr> <tr> <td>Econ Dis</td> <td>78%</td> <td>78%</td> <td>61%</td> </tr> <tr> <td>LEP</td> <td>77%</td> <td>78%</td> <td>61%</td> </tr> <tr> <td>SWD</td> <td>69%</td> <td>70%</td> <td>26%</td> </tr> </tbody> </table>		2016	2017	2018	All Students	80%	81%	64%	Gap Group 1	79%	79%	53%	Gap Group 2	82%	93%	73%	Gap Group 3	79%	77%	58%	Econ Dis	78%	78%	61%	LEP	77%	78%	61%	SWD	69%	70%	26%	<p>ALL Students will achieve a pass rate of 75% on the 2019 Reading SOL assessment.</p> <p>Students with Disabilities will achieve a pass rate that represents a 10% reduction in the failure rate on the 2019 Reading SOL assessment. (7.4)</p> <p>Students within Gap Group 1 will also achieve a pass rate that represents a 10% reduction in the failure rate on the 2019 Reading SOL assessment. (4.7)</p> <p>The inclusion rate of our Students with Disabilities, who are included in the general education setting 80% or more of the time, will increase by 10%.</p>	<p>Student Success</p> <p>Student Well-Being</p> <p>Engaged Workforce</p> <p>Partnerships</p>	<p>Review data points with instructional staff and engage in analysis of student, CLT, and school performance data. (Title 1 funded staff)</p> <p>Continue to support weekly ELA Collaborative Learning Team (CLT) meetings with a focus on learning and results. Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings ~ classroom, reading, ESOL, SPED, RTG & YS. (Title 1 funded staff, resources, & materials)</p> <p>Identify targeted students in grades K-5 who are reading below grade level as measured by performance on the Fountas & Pinnell reading assessment. (Title 1 funded staff, resources, & materials)</p> <ul style="list-style-type: none"> → Establish student learning goals and plans for targeted interventions in reading. → Actively monitor student progress and performance for effectiveness of Tier 1 instruction and Tier 2 and Tier 3 interventions. 	<p>Component 1</p> <p>Component 2 & 3</p> <p>Component 1, 2 & 4</p>	<p>Monthly</p> <p>Weekly</p> <p>On-going</p>	<p>Admin, Teacher Leadership, & Coaches.</p> <p>Admin, Teacher Leadership, & Coaches.</p> <p>Literacy Coach with CLTeam leaders, & members.</p>	<p>Data charts, CLT weekly minutes, PD agendas, notes, artifacts.</p> <p>Master and individual teacher schedules. CLT weekly minutes.</p> <p>Agendas and enhanced planning documents for CLT Leadership.</p> <p>CLT weekly minutes, watch lists, reading data wall, intervention plans. Intervention schedules and lessons plans.</p>
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			Ensure all students with disabilities are receiving access to grade-level curriculum while receiving differentiated instruction on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded PD)	Component 2 & 4	On-going	Admin, Sped. Coordinator, Inclusion Facilitators, Coaches & CLTeams.	Student IEPs, Grade-level schedules. PD agendas, notes, artifacts.
			Provide targeted professional development to instructional staff to enhance their repertoire of differentiated instruction to meet the needs of academically diverse learners. (Title 1 funded staff, resources, & materials)	Component 2, 3 & 4	On-going	Admin, Inclusion Facilitators, & Instructional Coaches.	PD agendas, notes, and artifacts.
			Design and implement before and after school tutoring programs to support literacy development, especially of struggling readers. (Title 1 funded staff)	Component 2 & 3	Oct to May	CS Coordinator, CLTeams & tutoring staff.	Tutoring schedule and lesson plans. Tutoring program effectiveness data.
			Establish school-wide expectations for reading workshop and conduct classroom walkthroughs to closely monitor workshop implementation, providing timely and specific feedback. (Title 1 funded staff)	Component 2, 3 & 4	On-going	Admin, Teacher Leadership, & Instructional Coaches.	PD agendas, notes, & artifacts. Walkthrough data and feedback.
			Integrate the test genre into reading workshop in grades 3-5. Teachers will encourage readers to explore tests as a specific genre containing unique language, format, and cues. (Title 1 funded resources & materials)	Component 2 & 3	Third Quarter	Teacher Leadership, Coaches & CLTeams.	Lesson and team plans.
			Increase family engagement by continuing to implement the APTT Teamwork Events with a focus on literacy, Pre-Kinder to 5th Grade. (Title 1 funded PD, coaching, instructional resources & materials, and family transportation, meals, and child care) → October 18, 2018 → January 17, 2019 → April 11, 2019	Component 2 & 4	Aug to May	Admin, Teacher Leadership, Coaches, CLTeams & APTT Consultant.	PD agenda, notes, and artifacts, CLT notes, event flyers, results from staff & parent surveys. SMART goal student data.

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<p>Mathematics</p> <p>Our focus will be to improve all student performance in the area of Mathematics with a targeted focus on our Students with Disabilities and our students within Gap Group 1: LEP, SWD, & Economically Disadvantaged students.</p> <table border="1" data-bbox="88 490 436 1040"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>84%</td> <td>76%</td> <td>65%</td> </tr> <tr> <td>Gap Group 1</td> <td>82%</td> <td>75%</td> <td>62%</td> </tr> <tr> <td>Gap Group 2</td> <td>89%</td> <td>81%</td> <td>76%</td> </tr> <tr> <td>Gap Group 3</td> <td>82%</td> <td>73%</td> <td>61%</td> </tr> <tr> <td>Econ Dis</td> <td>82%</td> <td>75%</td> <td>64%</td> </tr> <tr> <td>LEP</td> <td>80%</td> <td>75%</td> <td>64%</td> </tr> <tr> <td>SWD</td> <td>64%</td> <td>40%</td> <td>31%</td> </tr> </tbody> </table> <p>Our focus will also be to increase the number of students with disabilities who are included in the general education setting for mathematics.</p>		2016	2017	2018	All Students	84%	76%	65%	Gap Group 1	82%	75%	62%	Gap Group 2	89%	81%	76%	Gap Group 3	82%	73%	61%	Econ Dis	82%	75%	64%	LEP	80%	75%	64%	SWD	64%	40%	31%	<p>ALL Students will achieve a pass rate of 70% on the 2019 Mathematics SOL assessment.</p> <p>Students with Disabilities will achieve a pass rate that represents a 20% reduction in the failure rate on the 2019 Mathematics SOL assessment. (13.8)</p> <p>Students within Gap Group 1 will also achieve a pass rate that represents a 20% reduction in the failure rate on the 2019 Mathematics SOL assessment. (7.6)</p> <p>95% of our Students with Disabilities will be included in the general education setting for mathematics instruction.</p>	<p>Student Success</p> <p>Student Well-Being</p> <p>Engaged Workforce</p> <p>Partnerships</p>	<p>Share data with instructional staff and engage in analysis of student, CLT, and school performance data.</p>	<p>Component 1</p>	<p>Aug to June</p>	<p>Admin, Teacher Leadership & Coaches.</p>	<p>Data charts, CLT weekly minutes, PD agendas, notes, artifacts.</p>
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<p>CLTeam SMART goals tied to inclusive practices within math workshop. (Title 1 funded PD)</p>	<p>Component 2 & 4</p>	<p>On-going</p>	<p>Admin, Teacher Leadership & Coaches.</p>	<p>SMART goals and end-of-year data.</p>																																			
<p>Continue to support weekly Mathematics Collaborative Learning Team (CLT) meetings with a focus on learning and results. Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings ~ classroom, Math Coach, ESOL, SPED, RTG, & YS. (Title 1 funded staff, resources, & materials)</p>	<p>Component 2 & 3</p>	<p>Weekly</p>	<p>Admin, Teacher Leadership, & Coaches.</p>	<p>Master and individual teacher schedules. CLT weekly minutes.</p>																																			
<p>Identify targeted students in grades K-5 who are performing below grade level in mathematics as measured by performance on previous SOL, Power School, & grade-level common assessment. (Title 1 funded staff, resources, & materials)</p> <ul style="list-style-type: none"> → Establish student learning goals and plans for targeted interventions in mathematics. → Actively monitor student progress and performance for effectiveness of Tier 1 instruction and Tier 2 and Tier 3 interventions. 	<p>Component 1, 2 & 4</p>	<p>On-going</p>	<p>Coaches with CLTeam members.</p>	<p>CLT weekly minutes, watch lists, progress monitoring in Synergy. Intervention schedules and lessons plans.</p>																																			
<p>Collaborating with math and inclusion facilitators, ensure that all students with disabilities are receiving access to grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded PD)</p>	<p>Component 2 & 4</p>	<p>On-going</p>	<p>Admin, Sped. Coordinator, Inclusion Facilitators, Coaches, & CLTeams.</p>	<p>Student IEPs, Grade-level schedules. PD agendas, notes, artifacts.</p>																																			

			Provide an inclusive learning environment where classroom, resource, and special education teachers plan and teach together to provide differentiated instruction that supports a range of learners. (Title 1 funded PD, resources, & materials)	Component 2 & 4	On-going	Admin, Inclusion Facilitators, Coaches, & CLTeams.	Master and individual teacher schedules. CLT weekly minutes. Student IEPs, lesson plans, PD agendas, notes, and artifacts.
			Design and implement before and after school tutoring programs to support mathematics development, especially for our struggling mathematicians.	Component 2 & 3	Oct to May	CS Coordinator, Instructional Coaches, & CLTeams.	Tutoring schedule and lesson plans. Data from 21st century grant.
			Establish school-wide expectations for math workshop with a focus on the mini lesson. (Title 1 funded staff, resources, & materials) Conduct classroom walkthroughs to closely monitor instruction and to provide teachers with meaningful feedback.	Component 2, 3 & 4	On-going	Admin, Teacher Leadership, & Instructional Coaches,	PD agendas, notes, & artifacts. Walkthrough data and feedback.
			Provide ongoing, differentiated PD for teachers on inclusive teaching practices and the skillful implementation of math workshop. (Title 1 funded PD)	Component 2, 3, & 4	On-going	Admin, Teacher Leadership, Inclusion Facilitators, & Coaches.	PD agendas, notes, & artifacts. Walkthrough data and feedback.
			All teachers, grades 3-5, will integrate the test genre into math workshop. Teachers will encourage problem-solvers to explore tests as a specific genre containing unique language, format, and cues.	Component 2	Third Quarter	Teacher Leadership, Coaches & CLTeams.	Lesson and team plans.
			Increase family engagement by continuing to implement the APTT Teamwork Events with a focus on number sense, Pre-Kinder to 5th Grade. (Title 1 funded PD, coaching, instructional resources & materials, family transportation, meals, and child care) → October 18, 2018 → January 17, 2019 → April 11, 2019	Component 2 & 4	Aug to May	Admin, Teacher Leadership, Coaches, & APTT Consultant.	PD agenda, notes, and artifacts, CLT notes, event flyers, results from staff & parent surveys. SMART goal student data.

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<p>Science</p> <p>Our focus will be to improve ALL Student performance in the area of Science with a targeted focus on our Students with Disabilities and our LEP students.</p> <table border="1" data-bbox="88 513 359 1062"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>72.4</td> <td>63.3</td> </tr> <tr> <td>Gap Group 1</td> <td>66.2</td> <td>58%</td> </tr> <tr> <td>Gap Group 2</td> <td>100</td> <td>83.3</td> </tr> <tr> <td>Gap Group 3</td> <td>68.3</td> <td>56.9</td> </tr> <tr> <td>Econ Dis</td> <td>70.8</td> <td>62.7</td> </tr> <tr> <td>LEP</td> <td>64.4</td> <td>57.1</td> </tr> <tr> <td>SWD</td> <td>57.1</td> <td>26.3</td> </tr> </tbody> </table>		2017	2018	All Students	72.4	63.3	Gap Group 1	66.2	58%	Gap Group 2	100	83.3	Gap Group 3	68.3	56.9	Econ Dis	70.8	62.7	LEP	64.4	57.1	SWD	57.1	26.3	<p>ALL Students will achieve a pass rate of 70% on the 2019 Science SOL assessment.</p> <p>Students with Disabilities will achieve a pass rate that represents a 10% reduction in the failure rate on the 2019 Science SOL assessment. (7.4)</p> <p>LEP Students will also achieve a pass rate that represents a 10% reduction in the failure rate on the 2019 Science SOL assessment. (4.2)</p>	<p>Student Success</p> <p>Student Well-Being</p> <p>Engaged Workforce</p> <p>Partnerships</p>	<p>Review data points with instructional staff and engage in analysis of student, CLT, and school performance data.</p>	<p>Component 1</p>	<p>Monthly</p>	<p>Admin, Teacher Leadership, & Instructional Coaches,</p>	<p>Data charts, CLT weekly minutes, PD agendas, notes, artifacts.</p>
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<p>Continue to support weekly Collaborative Learning Team (CLT) meetings with a focus on learning and results. Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings ~ classroom teachers, YS, RTG, literacy and math coaches, ESOL, & SPED.</p>	<p>Component 2 & 3</p>	<p>Weekly</p>	<p>Admin, Teacher Leadership, & Coaches.</p>	<p>Master and individual teacher schedules. CLT weekly minutes.</p>																											
<p>Identify targeted students in grade 5 who are not demonstrating proficiency with grade 4 Science SOLs.</p> <ul style="list-style-type: none"> → Establish student learning goals and plans for targeted interventions in science. → Actively monitor student progress in learning SOLs for both 4th and 5th grade science curriculum. 	<p>Component 1, 2, & 4</p>	<p>On-going</p>	<p>Coaches with CLTeam members.</p>	<p>CLT weekly minutes, watch lists, progress monitoring in Synergy. Intervention schedules and lessons plans.</p>																											
<p>Ensure all students with disabilities are receiving access to grade-level curriculum while receiving differentiated instruction on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded PD)</p>	<p>Component 2 & 4</p>	<p>On-going</p>	<p>Admin, Sped. Coordinator, Inclusion Facilitators, Coaches & CLTeams.</p>	<p>Student IEPs, Grade-level schedules. PD agendas, notes, artifacts.</p>																											
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			Design and implement before and after school tutoring programs to support scientific knowledge, understanding, and skills.	Component 2 & 3	Oct to May	CS Coordinator, CLTeams & tutoring staff.	Tutoring schedule and lesson plans. Tutoring program effectiveness data.
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<p><u>Family and Community Engagement</u></p> <p><u>Meeting the Needs of the Whole Child</u></p>	<p>Increase family involvement to strengthen academic performance in the areas of reading and mathematics.</p> <p>Strengthen family and community engagement.</p> <p>Increase academic performance at all grade levels by addressing the social and emotional needs of students.</p> <p>Decrease chronic absenteeism of ALL Students from a rate of 13.31 to 12.</p>	<p>Student Success</p> <p>Student Well-Being</p> <p>Engaged Workforce</p> <p>Partnerships</p>	<p>Accelerate implementation of Academic Parent Teacher Teams, a research-based family engagement model that has set a new standard for parent-teacher collaboration, to all grade levels, Pre-K to 5. (Title 1 funded PD, coaching, instructional resources & materials, and family transportation, meals, and child care)</p> <p>→ October 18, 2018 → January 17, 2019 → April 11, 2019</p>	Component 2 & 4	Aug to June	CS & FACE, Coordinators, APTT Consultant, Admin, Teacher Leadership, & Coaches.	Agenda, notes, and artifacts, CLT notes, flyers, staff & parent surveys. Parent attendance and participation. SMART goal student data. CS data on high yield family engagement experiences.
			<p>Continue to implement all components of the Community School (CS) Model to support students and families by building community partnerships to provide after-school programs, access to health and mental services, and parent education opportunities.</p>	Component 1, 2, 3, & 4	Year Round Strategy	Admin, CS Coordinator, nurse, mental health staff, Bilingual Family Liaison, club leaders, community partners, and CS Steering Committee.	Community School annual review will indicate that our CS is providing the tools and/or services that support the success of our students and their families.
			<p>Participate in continued professional learning in Conscious Discipline (CD) with a focus on building relationships, practicing routines with modeling and visuals, and teaching missing skills. (Title 1 funded resources & materials)</p>	Component 4	Aug to June	Admin, CD Action Team, & CD Consultants.	PD agendas, notes, & artifacts. Walkthrough data and feedback.

			Participate in professional development and reading on Collaborative & Proactive Solutions model as we integrate this model with Conscious Discipline. (Title 1 funded resources & materials)	Component 2 & 4	Aug to June	Admin, CD Action Team, Teacher Leadership, & Coaching Staff	PD agendas, notes, & artifacts.
			Restructure Intervention Assistance Team (IAT) to ensure that systems are in place to actively identify individual student needs, develop targeted goals, and work in collaboration to monitor progress.	Component 1 & 2	Sept to May	Admin, Counselor, Teacher Leadership, & Coaching Staff	IAT agenda, notes, and flowcharts. Decrease in evaluations for Special Education.
			Review attendance data with Student Support Team. Provide targeted support/guidance to students and parents as we actively monitor attendance.	Component 1, 2 & 4	Bi-weekly	Admin & Student Support Team	Attendance records of individual and cohorts of students.
			Provide enriched learning experiences for all students as we increase the awareness and identification of Young Scholars and Gifted Students among our student population. (Title 1 funded staff)	Component 2 & 3	Sept to June	Admin & Coaching Staff	RTG & YS schedules and identification records.