



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

School Name: Claremont Immersion

School Principal: Jessica Panfil

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 at 30, 60, 90 and 120 Days)
<p>English - READING</p> <p>Overall reading performance on SOLs.</p>	<p>During the current school year, the overall pass rate of students in grades 3, 4, and 5 on the reading SOL assessment will be 85% or higher.</p>	<p>Student Success</p>	<p>Implement reading and writing workshop model in K-5 to maximize instruction and personalize learning for students.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions.</p> <p>Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Use Common Formative Assessments in 1- 5th in English and Spanish Language Arts for core literacy skills and to measure reading proficiency across both languages.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase reading proficiency.</p> <p>Classroom instruction co-taught with special education and ESOL/Hilt teachers.</p> <p>Engage in professional development through the on-going PLC process and Academic Choice (SIOP, Literacy in Two Languages, Integrating Technology, Responsive Classroom, Biliteracy Framework).</p> <p>Implement systematic classroom walk-throughs to provide support to teachers to strengthen core instruction using SIOP strategies.</p>	<p>Weekly</p> <p>Quarterly</p>	<p>Classroom, ESOL/HILT, Special Education, Reading, Gifted, and Math teachers.</p>	<p>Weekly CCLP (Cross-Curricular Lesson Planning) agendas and grade level planning documents.</p> <p>Results of grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Use of Benchmark Assessment (Power Assessment) monitoring quarterly.</p> <p>CIS Goals for the whole school analyzed quarterly.</p>

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English - READING Performance of Hispanic students on reading SOLs.	During the current school year, the overall pass rate of students in grades 3, 4, and 5 identified as Hispanic on the reading SOL assessment will be 80% or higher	Multiple Pathways to Success for All Students	<p><i>In addition to the above strategies, the following strategies will be used:</i></p> <p>Identify and implement specific research-based interventions with Tier 2 and Tier 3 students in grades 2-5.</p> <p>Teach reading skills/increase comprehension in Spanish reading.</p> <p>Access technology resources to support learning beyond the school day.</p>	Weekly Quarterly	Grade Level Teams that include ESOL/HILT, Special Education, Reading, Gifted, and Math specialists. An administrator attends all grade level meetings.	<p>Results of grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Evidence of progress using research-based interventions.</p>
Spanish - MATH Overall math performance on SOLs.	During the current school year, the overall pass rate of students in grades 3, 4, and 5 on the math SOL assessment will be 85% or higher.	Multiple Pathways to Success for All Students	<p>Implement math workshop K-5 to maximize instruction and personalize learning for students.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions. Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Consistently use Common Formative Assessments to plan differentiated instruction. Specifically, pre and post assessments for each math unit taught and exit slips for each math skill taught will be implemented across all three grade levels.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase math skills and knowledge.</p> <p>Classroom instruction co-taught with special education and ESOL/Hilt teachers.</p> <p>Engage in professional development through the on-going PLC process and Academic Choice (SIOP, Guided Math, Integrating Technology, Responsive Classroom, Math Strategies, Word Study).</p> <p>Implement systematic classroom walk-throughs</p>	Weekly Quarterly	<p>CIS Instructional Team which includes from ESOL/HILT, Special Education, ITC, Reading, Math, Gifted, Counselors, and Administration</p> <p>Specialists and classroom teachers.</p>	<p>Weekly grade level agendas and planning documents.</p> <p>Grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Use of benchmark assessment (Power Assessment) monitoring quarterly.</p> <p>CIS Goals for the whole school completed quarterly.</p>

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 at 30, 60, 90 and 120 Days)
			to provide support to teachers to strengthen core instruction using SIOP strategies.			
Spanish - MATH Performance of Students with disabilities on math SOLs.	During the current school year, the overall pass rate of students in grades 3, 4, and 5 identified as Students with Disabilities on the math SOL assessment will be 60% or higher.	Multiple Pathways to Success for All Students	<i>In addition to the above strategies, the following strategies will be used:</i> Identify and implement specific research-based interventions with Tier 2 and Tier 3 students in grades 2-5. Classroom and special education teachers co-plan differentiated lessons based on the power standards. Access technology resources to support learning beyond the school day.	Weekly Quarterly	CIS Instructional Team which includes from ESOL/HILT, Special Education, ITC, Reading, Math, Gifted, Counselors, and Administration Specialists and classroom teachers.	Results of grade level common formative assessments. Student Assessment Spreadsheet (SASS) Student Data monitored. Evidence of progress using research-based interventions by special education team.
FACE: Family and Community Engagement Increase partnership with families to support student learning.	During the school year, 100% of the families will have a conversation with their child's teacher about their learning progress.	Strong and Mutually Supportive Partnerships	Enact high impact parent engagement strategies that focus on building school community and are connected to student learning. Implement high impact FACE strategies for the parent involvement at school. Maintaining a Family Resource Center guided by a steering committee collaboratively led by parents and staff.	On-going	Administration Counselors Instructional Specialists	