



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

School Name:

DREW MODEL ELEMENTARY SCHOOL

School

Principal:

KIMBERLEY GRAVES & CATHARINA GENOVE

SCHOOL PERFORMANCE PRIORITIES <i>*Data derived from SOA Adjusted Scores</i>	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><i>Data below represents overall student performance and school performance for the core instructional programs at Drew Elementary specifically the Graded Traditional program and the Montessori program. Math performance on SOL assessments indicates that 74% of All students in grades 3-5 met the proficiency benchmark. All subgroups demonstrated significant growth or maintained progress from previous school year however Students with Disabilities, LEP and Black Students are continual groups of focus.</i></p> <table border="1" data-bbox="96 1198 596 1495"> <thead> <tr> <th colspan="4">MATH</th> </tr> <tr> <th></th> <th>All</th> <th>Graded</th> <th>Montessori</th> </tr> </thead> <tbody> <tr> <td>SY 17-18</td> <td>74%</td> <td>64%</td> <td>83%</td> </tr> <tr> <td>SY 16-17</td> <td>85%</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>SY 15-16</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>3 Year Average</td> <td>79%</td> <td>79%</td> <td>82%</td> </tr> </tbody> </table>	MATH					All	Graded	Montessori	SY 17-18	74%	64%	83%	SY 16-17	85%	85%	85%	SY 15-16	80%	80%	80%	3 Year Average	79%	79%	82%	<p><u>All students</u> will achieve a pass rate on the 2017 Math SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 88% percentile of statewide performance for All students, 75% percentile of statewide performance for <u>Black students</u> and 65% for <u>LEP students</u> and <u>reduce the failure rate by</u></p>	<p>Eliminate Achievement Gap Challenge and Engage All Learners Meet the Needs of the Whole Child</p>	<p>Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices.</p>	<p>1</p>	<p>Quarterly</p>	<p>School Administration; Instructional Coaches; Department of Teaching and Learning Specialists.</p>	<p>Agendas and Minutes; Formative Assessment Data; Anecdotal Records and Qualitative Data from Surveys; Instructional Student Plans; Brambrick Framework; Teacher Walkthroughs and Observations.</p>
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<p>Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched-based instructional programs and best instructional practices to include but not limited to <i>Do the Math</i>; <i>FASTMath</i>. (Materials and PD Title 1 funded)</p>	<p>2 & 3</p>	<p>Monthly</p>	<p>Instructional staff</p>																												
<p>Utilize math coach to deliver job-embedded professional development to include workshops; modeling of instruction; data analysis and co-teaching. (Materials and PD Title 1 funded)</p>	<p>2 & 3</p>	<p>Monthly</p>	<p>Math Coach, School Administration and Department of Teaching and Learning Specialist.</p>																												
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<p>Provide instructional staff with targeted researched based professional development to enhance teachers' proficiency with best strategies to support diverse learners with emphasis of English Language Learners and SWD. (Materials and PD Title 1 funded)</p>	<p>2 & 3</p>	<p>Quarterly</p>	<p>Math Coach, School Administration and Department of Teaching and Learning Specialist.</p>																																																				
<p>Implement supplemental reading instructional programs to specifically target identified areas of focus. (Materials and PD Title 1 funded)</p>	<p>2 & 3</p>	<p>Monthly</p>	<p>Instructional Coaches; School Administration; Department of Teaching and Learning Specialists.</p>																																																				
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Increased opportunities to actively engage and communicate with families to work in partnership with school to support targeted priorities and areas of focus to improve the overall achievement of student population. During the 2015-2016 school year, extensive work was completed to develop the Family and Community Engagement Committee which included representation from parents, staff, community members and central office staff. Continued work with community outreach is necessary to enhance student performance.	Parental involvement and engagement and participation in school and community projects and activities will increase by 10% as measured by parent feedback on surveys and attendance.	Meet the Whole Needs of the Child	Increase teacher-home communication through SEESAW. Use Seesaw to communicate best instructional practices including but not limited to Project-Based Learning, STEAM implementation and Montessori pedagogy with parents. (Materials and PD Title 1 Funded)	2 & 4	Monthly	Instructional Technology Coordinator; School Administration and Classroom Teachers.	Parent Involvement Flyers and publications; Sign-In Sheets; Committee Agenda and Minutes and parent surveys.
		Eliminate the Achievement Gap	Continue to monitor and increase attendance during fall and spring parent-teacher conferences. Implement year 3 of student-led conferences in grades 3-5 in Spring 2019.	4	Quarterly	School Administrators; Instructional Coaches and Staff.	
		Provide Optimal Learning Environments	Continue implementation of the FACE model to enhance engagement and outreach to community, families and business partners.	4	Monthly	FACE Committee Members; School Administration	
			Provide additional opportunities to impact students through before and after school enrichment activities that positively shift students' mindset about themselves, their community and the world around them: GOTR, Character Clubs, Chorus, YES Club, and Homework Club. (Materials and PD Title 1 Funded)	4	Monthly	Instructional Leadership Team, Instructional staff, School Administration	
			Develop parent involvement activities focused on enhancing parent's readiness and skills with supporting overall academic, social and emotional development for students.	2 & 4	Quarterly	FACE Committee Members; Instructional Staff	