



APS SCHOOL PROGRESSIVE PLAN

FIRST SEMESTER ACTION PLAN: 2018-2019

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

School Name: Patrick Henry

School Principal: Cameron Snyder

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENTS WITH STRATEGIC 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																		
<p>Performance of each Gap Group/ Subgroup on the Reading SOL.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subgroup</th> <th style="text-align: left;">Pass Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>83.21%</td> </tr> <tr> <td>Asian</td> <td>86.67%</td> </tr> <tr> <td>Black</td> <td>71.43%</td> </tr> <tr> <td>Hispanic</td> <td>75%</td> </tr> <tr> <td>White</td> <td>92.78%</td> </tr> <tr> <td>SWD</td> <td>55.81%</td> </tr> <tr> <td>Econ. Dis.</td> <td>70.93%</td> </tr> <tr> <td>LEP</td> <td>71%</td> </tr> </tbody> </table>	Subgroup	Pass Rate	All Students	83.21%	Asian	86.67%	Black	71.43%	Hispanic	75%	White	92.78%	SWD	55.81%	Econ. Dis.	70.93%	LEP	71%	<p>During the 2018-2019 academic year, 95% of all students will make a minimum of one year of reading growth as measured by the PALS, DRA or Fountas and Pinnell reading assessments.</p> <p>For the 2018-2019 academic year, reading achievement as measured by the reading Standards of Learning (SOL) assessment will improve by 8% for students with disabilities and students identified as LEP.</p> <p>SWD: Current: 55.81% Goal 63.81%</p> <p>LEP: Current: 71% Goal: 79%</p>	<p>Goal 1: Student success</p> <p>Goal 2: Student well-being</p> <p>Goal 3: Engaged workforce</p> <p>Goal 4: Operational Excellence</p> <p>Goal 5: Partnerships</p>	<p>Weekly Collaborative Learning Team meetings focused on Reading/ELA</p>	<p>Ongoing</p>	<p>Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators</p>	<p>CLT Unit unpacking documents</p> <ul style="list-style-type: none"> ● Common assessments ● Instructional strategies ● Differentiation: including extension and intervention
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<p>Continually monitor progress of SWD and LEP students</p>	<p>Ongoing</p>	<p>Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators</p>	<p>CLT notes and data discussions Implementation of Kid Talk Protocol Coaches meeting agendas School wide data wall</p>																					
<p>Engage staff in differentiated/ personalized professional learning opportunities focused on the workshop model and strategies for teaching students self-regulation skills</p>	<p>Ongoing</p>	<p>Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators</p>	<p>Professional learning schedules Feedback from Professional learning opportunities Staff goals and progress toward goals</p>																					
<p>School-wide implementation of TCRWP</p>	<p>Ongoing</p>	<p>Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted</p>	<p>Walk-through and observation data CLT agenda/unpacking notes</p>																					

					Resource Teacher, Administrators	
			Provide academic mentors for students identified as needing additional support	Ongoing	Henry staff members	Shining Starts achievement surveys YES Club referrals and progress monitoring
			Provide a double dose of direct reading instruction and/or formal intervention for all students below benchmark	Ongoing	Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	CLT discussions/notes Classroom observations School wide data wall Lists of students participating in interventions Intervention plans/goals
			Implementation of additional inclusive practice strategies: ESOL/HILT, Reading Specialists, Gifted Resource Teacher co-teaching in the general education setting	Ongoing	Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	Teacher schedules CLT unpacking document notes and discussions
			Differentiated instruction and assignments	Ongoing	Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	CLT unpacking document notes
			Differentiated intervention and strategy based after school programs	Ongoing	Teachers, staff, Administrators	Documentation of afterschool programs: Rockin Readers Number Crunchers Math Club
			Professional Learning for parents	Ongoing	Homeroom teachers, Special Education teachers, Reading teachers, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	Documentation of events such as: ESOL/HILT Family Literacy Night Academic Night Zone of Regulation Night Strategies Night

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Provide academic mentors for students identified as needing additional support	Ongoing	Henry staff members	Shining Stars achievement surveys YES Club referrals and progress monitoring																					
Provide consistent opportunities for strategy/skill based re-teaching groups	Ongoing	Homeroom teachers, Special Education teachers, Math Coach, Specialists, Leadership Team, Administrators	CLT discussions/notes Classroom observations																					
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			Differentiated intervention and strategy based after school programs	Ongoing	Teachers, staff, Administrators	Documentation of afterschool programs: Rockin Readers Number Crunchers Math Club
			Professional Learning for parents	Ongoing	Homeroom teachers, Special Education teachers, Math Coach, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	List of home-school connection activities including but not limited to Math Strategies Night, Academic Night, ESOL/HILT night

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<p>Per the Panorama Spring 2018 <i>Your Voice Matters</i> Student Survey (5th grade), 39% of students responded favorably that they were able to clearly describe their feelings within the past 30 days.</p> <p>Prior to the 2018-2019 academic year, the Zones of Regulation was used as a tertiary intervention in select small groups. A small percentage of students have been exposed to lessons and strategies. This is the first year these strategies are being implemented school wide.</p>	<p>By the end of the 2018-2019 academic year, when asked to self-evaluate, 75% of students in kindergarten through fifth grade will be able to accurately describe and identify their feelings/ emotions at a given time.</p>	<p>Goal 1: Student success</p> <p>Goal 2: Student well-being</p> <p>Goal 3: Engaged workforce</p> <p>Goal 4: Operational Excellence</p> <p>Goal 5: Partnerships</p>	Professional learning throughout the year	Ongoing	Homeroom teachers, Special Education teachers, Specialists, Coaches, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	Professional learning documentation and feedback from staff
			Zones of Regulation instruction- participation in at least 10 lessons	Ongoing	Homeroom teachers, Special Education teachers, Specialists, Coaches, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	Lessons plans and resources
			Provide lessons, lesson resources and tools to all classrooms	Ongoing	Homeroom teachers, Special Education teachers, Specialists, Coaches, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	CLT Google Folder Documentation of resources purchased for Break Spaces
			Zones of Regulation parent night	Fall 2018	Henry staff	Parent Night agenda
			Consistent implementation of Zones of Regulation across	Ongoing	Homeroom teachers, Special Education teachers, Specialists,	Observations- classroom, lunch, recess, specials

			school setting to including specials classrooms, lunch and recess		Coaches, ESOL/HILT Teachers, ITC, Gifted Resource Teacher, Administrators	Feedback to staff about implementation Staff and student check-ins
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