



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

School Name: McKinley Elementary School

School Principal: Colin Brown

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 by quarter)
<p>Based on an analysis of counseling referrals from the 2017-2018 school year, 41.4% of the referrals were for worry and anxiety among McKinley students in Grades 2-4.</p> <p>This goal addresses an objective from The Whole Child Working Group. The report states: APS nurtures</p>	<p>By May of 2019, the school's mental health team of counselors, psychologist, and social worker will conduct Tier One and Tier Two activities to decrease stress and anxiety for all students with a particular focus on this year's Grades 3-5.</p> <p>After completing these</p>	<p>Strategic Plan Goals:</p> <p><input type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input checked="" type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p><u>Collective Responsibility/Concentrated Instruction</u></p> <p>Deliver developmentally appropriate lessons about managing stress, anxiety, and "strong emotions" in 3rd through 5th grade classrooms.</p> <p><u>Convergent Assessment/Concentrated Instruction</u></p> <p>Collaborate with teachers, administrators and parents to identify students who would benefit from Tier 2 support (counseling groups) with managing stress and anxiety, and implement multiple counseling groups. Students will learn about recognizing symptoms of anxiety and managing through calm down strategies and coping skills. Information will be</p>	<p>October 2018- May 2019</p> <p>October 2018- May 2019</p>	<p>School counselors</p> <p>Counselors/psychologist/social worker will facilitate group sessions and administer pre and post-tests.</p> <p>Counselors/psychologist/social worker will provide parents with skills for</p>	<p>Completion of specific classroom lessons.</p> <p>Pre- and post-assessments from individual counseling groups regarding coping skills and emotion regulation. Documentation of group participation and implementation.</p>

<p>students' intellectual, personal, social and emotional development with services and strategies that support students and their families. APS enables each student to learn and develop their potential.</p>	<p>interventions and activities, the counseling referrals related to worry and anxiety will decrease by at least 10 percentage points overall (\leq 31% of referrals) in grades 3-5.</p> <p>2017-2018:</p> <p>2nd Grade: 36% referrals</p> <p>3rd Grade: 44% referrals</p> <p>4th Grade: 45% referrals</p> <p>Overall Average of Grades 2-4: 41.4% of referrals</p> <p>Goal for 2018-2019 Grades 3-5:</p> <p>\leq 31% of referrals</p>		<p>collected for each group through a pre and post assessment.</p> <p><u>Certain Access</u></p> <p>Conduct outreach to parents, through a PTA presentation and parent coffees about recognizing and responding to student stress. In addition, mental health team will connect parents and caregivers to outside resources through individual consultations and a monthly newsletter.</p>	<p>October 2018- May 2019</p>	<p>reinforcement at home, as well as referrals to outside resources.</p>	<p>Completion of PTA presentation and coffees, as well as sharing information on PTA website. Monthly newsletters and documentation of parent consultation.</p> <p>Overall progress monitoring: maintenance of Counseling Referral Google form. Mental health team meets biweekly to track data and monitor progress, specifically in number of incoming referrals related to worry and anxiety.</p>
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<p>READING:</p> <p>Based on an analysis of Reading SOLs grades 3-5, PALS and Powerschool BOY data, it was determined that students who did not meet the passing SOL benchmarks or the new state requirement for progress of 30 points would need interventions to</p>	<p>Third graders who failed to meet BOY benchmarks for PALS and/or 4th and 5th graders who scored 430 or below on their 3rd or 4th grade reading SOL (or had significant supports) will meet or exceed the 400 SOL score benchmark in reading for their respective grade levels for the 2018-19 school year.</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p><u>Collective Responsibility</u> Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p>Specialists/Administrators will participate in CLT meetings on regular basis</p> <p><u>Concentrated Instruction</u> Use quarterly reading and other common assessments to inform and drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data to collectively build units of study</p> <p>Engage students in remediation and/or intervention through tiered system of supports (ATSS)</p>	<p>September 2018</p> <p>Weekly beginning September 2018</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At start of each unit of study</p> <p>Throughout each unit of study</p>	<p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p> <p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p>	

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<p>show the necessary progress.</p> <p>This goal addresses an objective from strategic plan under the goal of multiple pathways to success for all students.</p> <p>READING 2018 SOL for Reading</p> <p>All students 94.2% Gap Group 1 72.9% Gap Group 2 TS 81.8% Gap Group 3 80% SWD TS 72% LEP TS 65.4% Econ. Dis. TS 71.1% White 96.9% Asian 91.7% Other 94.3%</p>			<p>Implement Lucy Calkins Reader and Writer Workshops with fidelity</p> <p>Convergent Assessment Develop and use common formative assessments</p> <p>Determine the specific learning needs of each child and the effectiveness of instruction</p> <p>Certain Access</p> <p>Monitor student progress through uniform progress monitor sheet</p> <p>Monitor progress by administering PALS at the midyear and EOY</p> <p>Build capacity for individual teachers at each tier level</p>	<p>Throughout the year</p> <p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Weekly beginning Sept 2018</p> <p>January/June</p> <p>Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences</p>		

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<p>Current 3rd Students that were PALS identified in Spring 2018: 7</p> <p>3rd Reading 2018: Below 430: 9 Failed: 6</p> <p>4th Reading 2018: Below 430: 9 Fail: 10</p>						



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<p>MATH:</p> <p>Based on the 2nd grade EOY and/or 3rd grade BOY, 12 students did not meet benchmark and 28 students scored 430 or below on the 3rd and 4th grade math SOLs for the end of the 2018 school year.</p> <p>2018 SOL for Math</p> <p>All students 94.9% Gap Group 1 80.3%</p>	<p>Third graders who scored less than 40% on the 3rd grade Powerschool BOY assessment and 4th and 5th graders who scored 430 or below, (or had significant supports) on their 3rd or 4th grade math SOL will meet or exceed the 400 SOL score or make a gain of 30 points in math for their respective grade levels for the 2018-2019 school year.</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p>Collective Responsibility Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p>Specialists/Administrators will participate in CLT meetings on regular basis</p> <p>Concentrated Instruction Use quarterly math and other common assessments to inform and drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data to collectively build units of study</p> <p>Engage students in remediation and/or intervention through tiered system of supports (ATSS)</p>	<p>September 2018</p> <p>Weekly beginning September 201</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At start of each unit of study</p> <p>Throughout each unit of study</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

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<p>Gap Group 2 TS 72.7%</p> <p>Gap Group 3 82.2%</p> <p>SWD TS 88%</p> <p>LEP TS 67.9%</p> <p>Eco. Dis. TS 71.1%</p> <p>White 97.6%</p> <p>Asian 100%</p> <p>Other 94.3%</p> <p>Data: 2nd Grade Powerschool EOY: 2</p> <p>3rd Powerschool BOY: 10</p> <p>3rd Math SOL: Below 430: 7 Fail: 8</p> <p>4th Math SOL: Below 430: 9 Fail: 4</p>			<p><u>Convergent Assessment</u> Develop and use common formative assessments</p> <p>Determine the specific learning needs of each child and the effectiveness of instruction</p> <p><u>Certain Access</u> Monitor student progress through uniform progress monitor sheet</p> <p>Build capacity for individual teachers at each tier level</p>	<p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Weekly beginning Sept 2018 Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences, as appropriate</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	