



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

Randolph Elementary

Carlos Ramirez

School Name: _____ School Principal: _____

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 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>Math Achievement</p> <p>Improve overall math proficiency for All Students by decreasing their failure rate by 10% with a focus on groups falling below 75% pass rate</p> <table border="1" data-bbox="96 846 451 1195"> <thead> <tr> <th>Groups (3rd-5th)</th> <th>SY 15-16 (%)</th> <th>SY 16-17 (%)</th> <th>SY 17-18 (%)</th> </tr> </thead> <tbody> <tr><td>All Stdts</td><td>72</td><td>70</td><td>71</td></tr> <tr><td>Female</td><td>77</td><td>74</td><td>75</td></tr> <tr><td>Male</td><td>66</td><td>65</td><td>66</td></tr> <tr><td>Black</td><td>74</td><td>76</td><td>87</td></tr> <tr><td>Hispanic</td><td>68</td><td>63</td><td>64</td></tr> <tr><td>White</td><td>74</td><td>84</td><td>70</td></tr> <tr><td>Asian</td><td>83</td><td>73</td><td>65</td></tr> <tr><td>SWD</td><td>43</td><td>41</td><td>33</td></tr> <tr><td>Econ. Dis</td><td>68</td><td>65</td><td>68</td></tr> <tr><td>ELs</td><td>67</td><td>64</td><td>67</td></tr> </tbody> </table> <table border="1" data-bbox="96 1230 451 1507"> <thead> <tr> <th>Groups SY17-18</th> <th>3rd (%)</th> <th>4th (%)</th> <th>5th (%)</th> </tr> </thead> <tbody> <tr><td>All Stdts</td><td>74</td><td>72</td><td>66</td></tr> <tr><td>Female</td><td>82</td><td>67</td><td>74</td></tr> <tr><td>Male</td><td>65</td><td>77</td><td>59</td></tr> <tr><td>Black</td><td>88</td><td>83</td><td>89</td></tr> <tr><td>Hispanic</td><td>69</td><td>65</td><td>59</td></tr> <tr><td>White</td><td><</td><td><</td><td><</td></tr> <tr><td>Asian</td><td>69</td><td><</td><td><</td></tr> <tr><td>SWD</td><td>18</td><td>31</td><td>44</td></tr> </tbody> </table>	Groups (3rd-5th)	SY 15-16 (%)	SY 16-17 (%)	SY 17-18 (%)	All Stdts	72	70	71	Female	77	74	75	Male	66	65	66	Black	74	76	87	Hispanic	68	63	64	White	74	84	70	Asian	83	73	65	SWD	43	41	33	Econ. Dis	68	65	68	ELs	67	64	67	Groups SY17-18	3rd (%)	4th (%)	5th (%)	All Stdts	74	72	66	Female	82	67	74	Male	65	77	59	Black	88	83	89	Hispanic	69	65	59	White	<	<	<	Asian	69	<	<	SWD	18	31	44	<p>During the 2018-19 school year, All Students will improve their math proficiency demonstrated by decreasing their failure rate on grade-level end-of-year math assessments.</p>	<p>APS Strategic Goal 1: Multiple Pathways to Student Success</p>	<p>1. Administer math assessments (BOY, quarterly assessments, MOY, EOY, PowerSchools) and analyze results in CLTs</p> <p>2. Identify students who need Tier 2 and Tier 3 intervention and provide services, 30 minutes per day, 5 days per week (This requires an additional .5 math coach for efficiency and schoolwide impact)</p> <p>3. Engage and support teachers and specialists at each grade level in implementing consistent structures for CLTs and planning for targeted core instruction in response to data (additional .5 math coach)</p> <p>4. Implement a systematic data analysis approach to track student growth through common formative assessments at grade level (additional .5 math coach)</p>	<p>1 Component s 1-4 (See appendices below)</p> <p>2,3</p> <p>3</p> <p>1</p> <p>3,4</p>	<p>1. Completed by end of September, then quarterly after assessments</p> <p>2. Students assessed, identified and grouped, interventions begun by Sept. 24</p> <p>3. weekly during CLTs and Instructional Team meetings</p> <p>4. weekly during CLTs, aquarterly during Data Retreats</p>	<p>Administration, grade level teams (math support specialists, GT teacher, SpEd teachers, ESOL, classroom, IB Coordinator, librarian, ITC)</p>	<p>Weekly grade-level agendas and planning documents</p> <p>Common formative assessment data</p> <p>Student data hub</p> <p>Benchmark results (PowerSchool)</p> <p>Quarterly grade level goals</p> <p>SOL scores</p> <p>Feedback sessions on PD provided to staff</p>
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Econ. Dis	71	70	64
ELs	71	69	61

			<p>5. Engage staff in professional development once a month as part of the Academic Choice for teachers, i.e., math workshop, DreamBox, ST Math, Responsive Classroom, IB PYP, Growth Mindset Framework, etc., and ensure recertification points for attendees. (additional .5 math coach)</p> <p>6. Align APS Math pacing guides with Randolph IB Units of Inquiry. (Summer curriculum mapping for teachers and quarterly grade-level data dialogues)</p> <p>7. Leverage resources to provide additional math support for identified students, through after school enrichment program. (After-school enrichment)</p> <p>8. Offer PD opportunities for math teachers on how to best serve all students (Registration fees and books related to the PD)</p> <p>9. Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the math block.</p>	<p>1,4</p> <p>1, 3, 4</p> <p>2,3</p> <p>1,2,3</p>	<p>5. On-going during Staff meetings dedicated to Academic Choice PD</p> <p>6. Summer 2019 and quarterly SY18-19)</p> <p>7. Fall and spring sessions</p> <p>8. Ongoing throughout year</p> <p>9. Beginning of year and mid year</p>		
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Reading Achievement

Improve overall reading proficiency for ALL Students for All Students by decreasing their failure rate by 10% with a focus on groups falling below 75% pass rate

Groups (3rd-5th)	SY 15-16 (%)	SY 16-17 (%)	SY 17-18 (%)
All Stdts	75	73	66
Female	77	74	73
Male	72	71	59
Black	74	79	82
Hispanic	67	66	60

<p>During the 2018-19 school year, All Students will improve their reading proficiency demonstrated by decreasing their failure rate on grade-level end-of-year reading assessments.</p>	<p>APS Strategic Goal 1: Multiple Pathways to Student Success</p>	<p>1. Administer reading assessments (PALS K-5, F&P, PowerSchools) and analyze results in CLTs</p> <p>2. Identify students who need Tier 2 and Tier 3 intervention and provide services, 30 minutes per day, 5 days per week (Academic support .5 staff)</p> <p>3. Engage and support teachers and specialists at each grade level in implementing consistent structures for CLTs</p>	<p>1, 2 Component s 1-4 (See appendices below)</p> <p>1, 2</p> <p>3</p>	<p>1. Completed by end of September, then quarterly after assessments</p> <p>2. Students assessed, identified and grouped, interventions begun by Sept. 24</p>	<p>Administration, grade level teams (reading specialists, GT teacher, SpEd teachers, ESOL, classroom, IB Coordinator, librarian, ITC)</p>	<p>Weekly grade-level agendas and planning documents</p> <p>Common formative assessment data</p> <p>Student data spreadsheets</p> <p>Benchmark results (PowerSchool, PALS, F&P, SOL scores)</p>
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White	89	89	68
Asian	96	80	61
SWD	48	55	29
Econ Dis	71	68	60
ELs	70	69	61

Groups SY17-18	3rd (%)	4th (%)	5th (%)
All Stdts	69	65	64
Female	79	73	65
Male	55	57	64
Black	93	75	78
Hispanic	56	62	61
White	<	<	<
Asian	69	<	<
SWD	10	15	50
Econ. Dis	60	60	61
ELs	62	60	61

and planning for targeted core instruction in response to data

4. Implement a systematic data analysis approach to track student growth through common formative assessments at grade level

5. Engage staff in professional development once a month as part of the Academic Choice for teachers, i.e., writers' workshop, readers' workshop, Responsive Classroom, IB PYP, Growth Mindset Framework, etc. and ensure recertification points for attendees. (Targeted Professional Development in Reading). Additional professional development (attendance to Teachers' College Institutes)

6. Increase student reading engagement through the Students and Teachers as Readers (STAR) project tied to the IB Learner Profile and Attitudes (Purchase of books for project)

7. Identify one additional teacher at each grade level to participate in LLI and OG trainings to provide targeted interventions to students at risk

8. Implement Young Authors and Illustrators Conference to encourage a love of reading (Author fees and purchase of books)

9. Hire consultant to coach reading team on goals for the school, provide training on Reader's Workshop for all staff (Consultant fees)

1,3

2,3

2,3

2,3

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2,3

2,3

2,3

3. weekly during CLTs and Instructional Team meetings

4. weekly during CLTs, aquarterly during Data Retreats

5. On-going during Staff meetings dedicated to Academic Choice PD

6. monthly

7. Ongoing

8. October 2018

9. Pre-service 2018, October 2018 and Fall 2019

10. Summer 2019 and each quarter SY18-19

Quarterly grade level goals

SOL scores

Student feedback

Pre-service agenda, PD day agenda

Feedback sessions on PD provided to staff

			<p>10. Align APS Reading pacing guides with Randolph IB Units of Inquiry. (Summer curriculum mapping for teachers and quarterly grade-level data dialogues)</p> <p>11. Leverage resources to provide additional reading and spelling support for identified students, through after school enrichment program (After-school enrichment)</p> <p>12. Offer PD opportunities for reading teachers on how to best serve ELs (Registration fees and books related to the PD)</p> <p>13. Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the reading block.</p>	<p>2,3</p> <p>1,2,3</p>	<p>11. Fall and spring session</p> <p>12. Ongoing throughout year</p> <p>13. Beginning of year and mid-year</p>		
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Science Achievement

Improve overall science achievement ALL Students for All Students by decreasing their failure rate by 10% with a focus on groups falling below 75% pass rate

Groups 5th Gr	SY 15-16 (%)	SY 16-17 (%)	SY 17-18 (%)
All Stdts	73	67	71
Female	78	69	74
Male	69	66	69
Black	77	67	94
Hispanic	63	59	61
White	100	<	<
Asian	79	<	<
SWD	33	44	67
Econ Dis	73	57	69
ELs	63	61	64

<p>During the 2018-19 school year, All Students will improve their science proficiency demonstrated by decreasing their failure rate on grade-level end-of-year science assessment in order to maintain state accreditation</p>	<p>APS Strategic Goal 1: Multiple Pathways to Success for All Students</p>	<p>1. Consult with science specialist to map standards for 5th grade science for year.</p> <p>2. Align APS science pacing guides with Randolph IB Units of Inquiry. (Summer curriculum mapping for teachers and quarterly grade-level data dialogues)</p> <p>3. Administer quarterly benchmark assessments through PowerSchool for grades 4th and 5th grades, and common formative assessment for grades K-3 and analyze results in CLTs to plan for differentiated instruction,</p> <p>4. Leverage resources to provide additional science support for identified students in grade 5, through after school enrichment program. (After-school enrichment)</p> <p>5. Offer PD opportunities for teachers on how to best serve all students (Registration fees and books related to the PD)</p>	<p>1 Component s 1-4 (See appendices below) 3</p> <p>1</p> <p>3</p> <p>2,3</p>	<p>1. Fall</p> <p>2. Fall</p> <p>3. Quarterly</p> <p>4. Fall and Spring sessions</p> <p>5. Ongoing throughout year</p>	<p>1. 5th grade teachers</p> <p>2. Classroom teachers, IB coordinator, Science Lead</p> <p>3. Classroom teachers, IB coordinator, Science Lead</p> <p>4. Classroom teachers, IB coordinator, Science Lead</p>	<p>Year-at-a-glance plans</p> <p>IB planners, Randolph pacing guide with IB integration</p> <p>Quarterly assessment data</p> <p>After-school science enrichment participation</p>
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			6. Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the science block.	1,2,3	6.Beginning of year and mid year		
<p>Family and Community Engagement</p> <p>Strengthen family and community engagement in the areas of student academic support and well-being.</p>	<p>During the 2018-19 school year, we will strengthen family and community engagement as measured by the Family and Community Engagement self-assessment.</p>	<p>Goal 2: Healthy, Safe, and Supported Students</p> <p>Goal 5: Strong and Mutually Supportive Partnerships</p>	<p>1. Continue monthly Coffees with the Principal, and include more opportunities for two-way dialogue between staff and families during these events. (Materials and snacks)</p> <p>2. Implement family and community focus groups to listen to concerns and ideas for school improvement (Materials and snacks)</p> <p>3. Institute a Career Day for 4th and 5th grade students to expose them to post-secondary opportunities (Fees and materials)</p> <p>4. Increase dialogue between the Moms and Dads' Club and PTA by creating a Mom's Club liaison position on the PTA and meeting with the PTA and Mom and Dad's Club representatives regularly. (Snacks for meetings)</p> <p>5. Continue to develop student-led conferences for Fall/Spring conference days with 4th and 5th grade students</p> <p>6. Implement Grade level Nights "A Day in the Life of a (insert grade level) Grader," based on Math, Reading, Science, GT, ESOL, Tech for K-1, 2-3, 4-5 to share information with families about what students will learn during the school year and how to best help them at home. (Differentiated materials for hands-on activities)</p>	<p>Components 1-4 (See appendices below)</p>	<p>1. monthly</p> <p>2. three times/year</p> <p>3. 3rd quarter</p> <p>4. Monthly</p> <p>5. Two times/year</p> <p>6. Fall</p> <p>7. Fall and Spring sessions</p> <p>8. Meetings weekly during fall</p>	<p>Principal, AP, Instructional Team</p> <p>Principal, AP, Instructional Team</p> <p>Principal, AP, Instructional Team, RTG, Counselor</p> <p>Principal, AP, Instructional Team, Bilingual Resource Assistant</p> <p>Principal, AP, Instructional Team</p> <p>Principal, AP, Instructional Team, ITC, RTG, ESOL, Science leads</p> <p>Principal, AP, Community</p>	<p>Parent sign-in sheet, exit tickets</p> <p>Parent sign-in sheets, focus group notes from facilitators</p> <p>Career Day offerings/schedule</p> <p>Monthly meeting notes</p> <p>Student-led conference forms and summaries</p> <p>Flyer, parent sign-in sheets</p> <p>After school enrichment flyer/catalog</p>

		<p>7. Implement Reading and STEM-based After School Enrichment Programs for PreK-5 students. (Staff hourly rate)</p> <p>8. Continue Odyssey of the Mind After-School Enrichment Program. (Staff hourly rate for chaperones)</p> <p>9. Hold parent sessions for report card translations (interpreter fees)</p> <p>10. Provide Conscious Discipline overview to Pre-K and kindergarten families. (Consultant fee)</p> <p>11. Provide PD for schoolwide implementation of Responsive Classroom.</p> <p>12. Plan and facilitate “Partners in Numbers and Print” Parent seminars (materials, snacks, hourly teacher rates for planning and implementation)</p> <p>13. Plan and facilitate Math Academies for parents (materials, snacks, hourly teacher rates for planning and implementation)</p> <p>14. Plan and implement STEAM night (materials, snacks, hourly teacher rates for planning and implementation)</p> <p>15. Strengthening Families for parents and their children of 5th grade. This is to strengthen parent/child relationships and address difficult topics prior to entering middle school</p>		<p>and spring enrichment sessions</p> <p>9. Two meeting times, immediately following report card distribution</p> <p>10. One meeting in the fall</p> <p>11. One-time training for new teachers, those not yet trained</p> <p>12. Six winter sessions</p> <p>13. Four times/year</p> <p>14. March, 2019</p> <p>15. January & February, 2019 (7 sessions)</p>	<p>Outreach Coordinator</p> <p>Community Outreach Coordinator, teachers</p> <p>Principal, AP, ESOL lead, Bilingual Resource Assistant</p> <p>Principal, AP</p> <p>Principal, AP, Instructional Team</p> <p>Principal, AP, Reading team</p> <p>Principal, AP, Math coach</p> <p>RTG, Science lead, Math coach</p> <p>15. Principal, AP, and parent liaison</p>	<p>Odyssey of the Mind flyer/ASE catalog</p> <p>Parent sign-ins</p> <p>Flyer, parent sign-ins</p> <p>Spreadsheet of who needs training</p> <p>Flyer, parent sign-ins</p> <p>SchoolTalk announcements, flyers, parent sign-ins</p> <p>SchoolTalk announcements, flyers, parent sign-ins</p> <p>SchoolTalk announcement, flyers, parent sign-ins</p>
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			(staying in school, peer pressure, bullying, alcohol and drug abuse)				
<p>Engaged Workforce</p> <p>Improve working conditions to increase staff retention and engagement.</p> <p>Data from Your Voice Matters: Professional Dev: 23% Voice: 24% Leadership opportunities:41%</p>	<p>During school year 2018-19, we will strengthen partnerships with staff, build capacity, listen to their ideas or concerns, and instill the sense of community in order to increase retention and engagement.</p>	<p>Goal 3: Engaged Workforce</p>	<p>1. Provide leadership opportunities to staff so that each has an opportunity to develop their leadership skills through 1) extending an invitation to interested staff to Aspiring Leaders; 2) offering in-school leadership opportunities to all teachers through becoming team leaders, becoming part of the instructional team, becoming a grade-level chair on a rotating basis, and co-leading an after-school committee.</p> <p>2. Provide targeted professional development once a month through Academic Choice. Teachers will be surveyed on their needs to determine either what they would like to learn or what they would like to teach to colleagues.</p> <p>3. Collect staff feedback on their Academic Choice experiences, the data dialogues, and other initiatives.</p> <p>4. Offer opportunities for community building through health initiatives after school, such as creating a Spartan group to exercise once a week with fellow colleagues with the goal of improving their health, building camaraderie, and showing students that taking care of oneself is important.</p> <p>5. Create a Teacher Advisory Committee to listen to and address staff concerns. It will include A-scale and T-scale staff, as well.</p>	<p>Component 1 (See appendices below)</p>	<p>1. Fall and spring</p> <p>2. Fall and spring sessions</p> <p>3. Mid year and end of year</p> <p>4. Fall and spring</p> <p>5. Monthly meetings</p>	<p>1. Principal and AP</p> <p>2. Principal, AP, and instructional leadership team members</p> <p>3. Principal and AP</p> <p>4. Principal, AP, and PE Team</p> <p>5. Principal and AP</p>	<p>Favorable survey results of at least 20% higher than the current results in the areas of PD, voice, and leadership.</p>