



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

Hoffman Boston Elementary School

Heidi Smith

School Name: \_\_\_\_\_ School Principal: \_\_\_\_\_

| <b>SCHOOL PERFORMANCE PRIORITIES</b><br>(Based on Summative Performance Data)   | <b>ANNUAL PERFORMANCE GOALS</b> | <b>APS STRATEGIC PLAN GOAL</b> | <b>ACTIONS TO SCHOOL PRIORITIES</b><br>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence) | <b>TITLE I SCHOOLWIDE PLAN COMPONENT</b><br><a href="#">(1-4)</a> | <b>TIMELINE FOR ACTIONS</b> | <b>RESPONSIBLE PARTIES</b><br>(Be Specific) | <b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b><br>(Progress Monitoring at 30, 60, 90 and 120 Days) |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
|---|---------------------------------|--------------------------------|---|---|-----------------------------|---|--|-------|--------------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|-----|-----|-----|-------|------|-----|-----|----------|-----|-----|-----|--|--|--|---|--|--|--|
| <p><b>Math Achievement</b><br/>           Math performance on SOL assessments indicates that 82% of All students met the proficiency benchmark. All subgroups apart from Asian students demonstrated decreased performance with specific emphasis on: Students with Disabilities, Black, Hispanic and Economically Disadvantaged Students.</p> <table border="1" data-bbox="75 1057 534 1507"> <thead> <tr> <th></th> <th colspan="3">MATHEMATICS</th> </tr> <tr> <th></th> <th>SY 16</th> <th>SY 17</th> <th>SY 18</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>89%</td> <td>83%</td> <td>82%</td> </tr> <tr> <td>Black</td> <td>84%</td> <td>71%</td> <td>69%</td> </tr> <tr> <td>Asian</td> <td>91%</td> <td>93%</td> <td>98%</td> </tr> <tr> <td>SWD</td> <td>56%</td> <td>43%</td> <td>41%</td> </tr> <tr> <td>LEP</td> <td>91%</td> <td>81%</td> <td>80%</td> </tr> <tr> <td>Hispanic</td> <td>93%</td> <td>79%</td> <td>70%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>92%</td> <td>96%</td> </tr> <tr> <td>Econ Dis</td> <td>88%</td> <td>77%</td> <td>74%</td> </tr> </tbody> </table> |                                 | MATHEMATICS                    |   |   |                             | SY 16                                       | SY 17  | SY 18 | All Students | 89% | 83% | 82% | Black | 84% | 71% | 69% | Asian | 91% | 93% | 98% | SWD | 56% | 43% | 41% | LEP | 91% | 81% | 80% | Hispanic | 93% | 79% | 70% | White | 100% | 92% | 96% | Econ Dis | 88% | 77% | 74% | <p>All reporting groups of students will demonstrate accelerated growth in mathematics learning relative to Virginia's challenging academic state standards as evidenced by a 10% reduction of the percent of students in the Black, Economically Disadvantaged, Hispanic and Students with Disabilities subgroups not meeting performance expectations on</p> | <p>Student Success: Multiple pathways to success for all students.</p> | <p>Share data with instructional staff and engage in analysis of student performance data</p> <p>Identify targeted students in grades K-5 who are performing below grade level in mathematics as measured by performance on previous SOL assessments, unit assessments and benchmark assessments</p> <p>Establish student learning goals and plans to target interventions.</p> <p>Actively monitor student progress and performance; effectiveness of interventions particularly for Tier 2 and Tier 3 Interventions during CLTs.</p> <p>Provide targeted professional development to enhance teachers' knowledge of best instructional practices to develop math proficiency.</p> <p>Ensure all students with disabilities are receiving access to grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least</p> | <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>4</p> <p>4</p> | <p>Fall 2018</p> <p>Fall 2018</p> <p>September - June</p> <p>September - June</p> <p>September - May</p> <p>September - June</p> | <p>Admin Team</p> <p>Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams</p> <p>Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams</p> <p>Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams</p> <p>Admin Team, Instructional Coaches</p> <p>Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level</p> | <p>PPT presentation</p> <p>CLT Agendas and Minutes, watch lists, data and intervention records. ATSS protocols for progress monitoring</p> <p>CLT Agendas and Minutes, watch lists, data and intervention records.</p> <p>Watchlists, data and intervention records. ATSS protocols for progress monitoring.</p> <p>PD Agendas and supporting documentation.</p> <p>Student IEPs, Student and Grade-Level schedules.</p> |
|   | MATHEMATICS                     |                                |   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
|   | SY 16                           | SY 17                          | SY 18   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| All Students  | 89%                             | 83%                            | 82%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| Black   | 84%                             | 71%                            | 69%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| Asian   | 91%                             | 93%                            | 98%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| SWD   | 56%                             | 43%                            | 41%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| LEP   | 91%                             | 81%                            | 80%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| Hispanic  | 93%                             | 79%                            | 70%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| White   | 100%                            | 92%                            | 96%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |
| Econ Dis  | 88%                             | 77%                            | 74%   |   |                             |   |  |       |              |     |     |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |     |     |          |     |     |     |  |  |  |   |  |  |  |

|  |                                      |  |  |   |                  |  |  |
|--|--------------------------------------|--|--|---|------------------|--|--|
|  | the end-of-year SOL Math Assessment. |  | Restrictive Environment.   |   |                  | teams  |  |
|  |                                      |  | Establish protocols, norms and expectations for weekly CLT meetings with a focus on learning and results. Ensure attendance by all team members. | 2 | September – June | Admin Team, Math Coach, Specialists (Academic Support, ESOL, SPED, RTG), and grade level teams | CLT weekly agendas and minutes; master schedule; individual teacher schedules. |

| SCHOOL PERFORMANCE PRIORITIES<br>(Based on Summative Performance Data)   | ANNUAL PERFORMANCE GOALS | APS STRATEGIC PLAN GOAL | ACTIONS TO SCHOOL PRIORITIES<br>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence) | TITLE I SCHOOLWIDE PLAN COMPONENT<br>(1-4)   | TIMELINE FOR ACTIONS | RESPONSIBLE PARTIES<br>(Be Specific) | EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL<br>(Progress Monitoring at 30, 60, 90 and 120 Days) |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|--|--------------------------|-------------------------|--|--|----------------------|--------------------------------------|---|-----|-------|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|-----|-----|-----|-------|------|------|-----|----------|-----|-----|-----|---|---|--|---|-----------|------------|------------------|
| <p><b>Reading Achievement</b><br/>Reading performance on SOL assessments indicates that 73% of All students met the proficiency benchmark. All subgroups demonstrated decreased performance with specific emphasis on: Students with Disabilities, Black, Hispanic and Economically Disadvantaged Students.</p> <table border="1"> <thead> <tr> <th></th> <th>SY 16</th> <th>SY 17</th> <th>SY 18</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>89%</td> <td>86%</td> <td>73%</td> </tr> <tr> <td>Black</td> <td>82%</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>Asian</td> <td>96%</td> <td>94%</td> <td>77%</td> </tr> <tr> <td>SWD</td> <td>73%</td> <td>70%</td> <td>35%</td> </tr> <tr> <td>LEP</td> <td>95%</td> <td>85%</td> <td>66%</td> </tr> <tr> <td>Hispanic</td> <td>93%</td> <td>88%</td> <td>59%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>100%</td> <td>91%</td> </tr> <tr> <td>Econ Dis</td> <td>86%</td> <td>81%</td> <td>62%</td> </tr> </tbody> </table> |                          | SY 16                   | SY 17  | SY 18  | All Students         | 89%                                  | 86%   | 73% | Black | 82% | 78% | 67% | Asian | 96% | 94% | 77% | SWD | 73% | 70% | 35% | LEP | 95% | 85% | 66% | Hispanic | 93% | 88% | 59% | White | 100% | 100% | 91% | Econ Dis | 86% | 81% | 62% | All reporting groups of students will demonstrate accelerated growth in reading learning relative to Virginia’s challenging academic state standards as evidenced by a 10% reduction of the percent of students in the Black, Economically Disadvantaged, Hispanic and Students with Disabilities subgroups not | Student Success: Multiple pathways to success for all students. | Share data with instructional staff and engage in analysis of student performance data | 1 | Fall 2018 | Admin Team | PPT presentation |
|  |                          | SY 16                   | SY 17  | SY 18  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|  | All Students             | 89%                     | 86%  | 73%  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|  | Black                    | 82%                     | 78%  | 67%  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|  | Asian                    | 96%                     | 94%  | 77%  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|  | SWD                      | 73%                     | 70%  | 35%  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|  | LEP                      | 95%                     | 85%  | 66%  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
|  | Hispanic                 | 93%                     | 88%  | 59%  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| White  | 100%                     | 100%                    | 91%  |  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| Econ Dis   | 86%                      | 81%                     | 62%  |  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| Identify targeted students in grades K-5 who are reading below grade level as measured by performance on previous SOL assessments, F&P, DSA, PALS and Running Records.   | 1                        | Fall 2018               | Admin Team, Literacy Coach, Specialists (Reading, ESOL, SPED, RTG), and grade level teams                        | CLT Agendas and Minutes, watch lists, data and intervention records. ATSS protocols for progress monitoring. |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| Establish student learning goals and plans to target interventions.  | 2                        | September - June        | Literacy Coach, Specialists (ESOL, SPED, RTG), and grade level teams   | CLT Agendas and Minutes, watch lists, data and intervention records.   |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| Actively monitor student progress and performance; effectiveness of interventions particularly for Tier 2 and Tier 3 Interventions during CLTs.  | 2                        | September - June        | Admin Team, Coach, Specialists (ESOL, SPED, RTG), and grade level teams  | Watchlists, data and intervention records. ATSS protocols for progress monitoring.                           |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| Establish school-wide expectations for reading workshop with a focus on the mini-lesson.   | 3                        | September - May         | Admin Team, Instructional Coaches  | Walkthroughs, observations, CLT Agendas and minutes.   |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |
| Ensure all students with disabilities are receiving access to grade-level curriculum   | 4                        | September - June        | Admin Team, Literacy Coach, Specialists  | Student IEPs, Student and Grade-Level  |                      |                                      |   |     |       |     |     |     |       |     |     |     |     |     |     |     |     |     |     |     |          |     |     |     |       |      |      |     |          |     |     |     |   |   |  |   |           |            |                  |

|  |   |  |  |   |                  |   |  |
|--|---|--|--|---|------------------|---|--|
|  | meeting performance expectations on the end-of-year SOL Reading Assessment. |  | while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment.                                  |   |                  | (ESOL, SPED, RTG), and grade level teams  | schedules.   |
|  |   |  | Establish protocols, norms and expectations for weekly CLT meetings with a focus on learning and results. Ensure attendance by all team members. | 2 | September – June | Admin Team, Literacy Coach, Specialists (Reading, ESOL, SPED, RTG), and grade level teams | CLT weekly agendas and minutes; master schedule; individual teacher schedules. |

| SCHOOL PERFORMANCE PRIORITIES<br>(Based on Summative Performance Data)  | ANNUAL PERFORMANCE GOALS  | APS STRATEGIC PLAN GOAL                                    | ACTIONS TO SCHOOL PRIORITIES<br>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)                                 | TITLE I SCHOOLWIDE PLAN COMPONENT<br><a href="#">(1-4)</a> | TIMELINE FOR ACTIONS | RESPONSIBLE PARTIES<br>(Be Specific)                                     | EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL<br>(Progress Monitoring at 30, 60, 90 and 120 Days) |
|---|---|--|--|--|----------------------|--|---|
| <b>Social/Emotional Needs of the Child</b><br>PBIS Behavior Incident Reports for the 2017-2018 school year identified, 60% of K-5 students with Tier 2 (minor) behavioral incidents and 47% of students with Tier 3 (major) behavioral incidents. | During the 2018-2019 school year, we will provide a framework and philosophy that provides resources and support that helps every child succeed in academics, behavior, and social-emotional needs. By the spring of 2019, there will be a 10% decrease in student referrals. | Student Well Being: Healthy, Safe, and Supported Students. | Participate in a series of workshops on PBIS (Positive/Preventative Behavioral Interventions and Supports)                                       | 2 & 4  | Quarterly            | Admin Team, PBIS Coach and Counselor                                     | PPT presentation, attendance, workshop exit tickets   |
|   |   |  | Identify trained PBIS Coach to provide supports in the classroom and common areas of the school and provide a schedule that allows that support. | 2 & 4  | August               | Admin Team   | Anecdotal notes, master schedule.   |
|   |   |  | Track and Identify students in grades K-5 with a pattern of behavioral needs.  | 2 & 4  | September – June     | PBIS Coach, classroom teachers, specialists, counselor, Admin team       | PBIS Incident Reports; data collection  |
|   |   |  | Refine School-wide PBIS program to support students’ behavioral success.   | 2 & 4  | September - June     | Admin Team, PBIS Coach and Counselor                                     | Common language, visual supports, documented procedures.                                    |
| <b>Family and Community Engagement</b><br>The 2017-2018 “Your Voice Matter Survey” results found 61% of families felt challenged, involved and connected. 64% felt there were external supports and structures.                                   | During the 2018-2019 school year, we will provide opportunities for family and community to be challenged, involved and connected to the school. Develop  | Partnerships: Strong and Mutually Supportive Partnerships  | Develop and continue established partnerships with community partners.   | 4  | September – June     | Admin Team, Volunteer Coordinator, Counselor, Social Worker.             | Sign-in Sheets, Collaboration for special events.   |
|   |   |  | Implement Academic Parent Teacher Teams, a research-based family engagement model to support student academic achievement.                       | 2 & 4  | October – May        | Admin Team, Pre-School Teachers, Instructional Coaches, FACE Coordinator | Parent Sign-In Sheets, Parent Surveys   |

|  |  |  |   |   |                  |   |                                       |
|--|--|--|---|---|------------------|---|---------------------------------------|
|  | relationships with external supports and structures to support families. |  | Continue participation with the FACE program to extend outreach and engagement to targeted families via parent information sessions; PARTICIPA; content nights and literacy nights. | 4 | September - June | Admin Team, Volunteer Coordinator, FACE Coordinator | Parent Sign-In Sheets, Parent Surveys |
|  |  |  | Develop and continue partnerships with parent volunteers to provide support to students in the school.  | 4 | September – June | Admin Team, Volunteer Coordinator                   | Parent Sign-In Sheets                 |