



**APS SCHOOL MANAGEMENT PLAN
 PROGRESSIVE PLAN FORMAT
 FIRST SEMESTER ACTION PLAN: 2019-2020
 School Performance Priorities and Actions to be Taken to
 Address Student Achievement**

School Name: Claremont Immersion

School Principal: Jessica Panfil

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 at 30, 60, 90 and 120 Days)
<p>English - READING</p> <p>Overall reading performance on SOLs.</p>	<p>During the current school year, the overall pass rate of students in grades 3, 4, and 5 on the reading SOL assessment will be 85% or higher.</p>	<p>Student Success</p>	<p>Implement reading and writing workshop model in K-5 to maximize instruction and personalize learning for students.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions.</p> <p>Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Use Common Formative Assessments in 1- 5th in English and Spanish Language Arts for core literacy skills and to measure reading proficiency across both languages.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase reading proficiency.</p> <p>Classroom instruction co-taught with special education and ESOL/Hilt teachers.</p> <p>Engage in professional development through the</p>	<p>Weekly</p> <p>Quarterly</p>	<p>Classroom, ESOL/HILT, Special Education, Reading, Gifted, and Math teachers.</p>	<p>Weekly CCLP (Cross-Curricular Lesson Planning) agendas and grade level planning documents.</p> <p>Results of grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Use of Benchmark Assessment (Power Assessment) monitoring quarterly.</p> <p>CIS Goals for the whole school analyzed quarterly.</p>

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			<p>on-going PLC process and Academic Choice (SIOP, Literacy in Two Languages, Integrating Technology, Responsive Classroom, Biliteracy Framework).</p> <p>Implement systematic classroom walk-throughs to provide support to teachers to strengthen core instruction using SIOP strategies.</p>			
<p>English - READING</p> <p>Performance of English Learner students on reading SOLs.</p>	<p>During the current school year, the overall pass rate of students in grades 3, 4, and 5 identified as English Learners on the reading SOL assessment will be 80% or higher</p>	<p>Multiple Pathways to Success for All Students</p>	<p><i>In addition to the above strategies, the following strategies will be used:</i></p> <p>Identify and implement specific research-based interventions with Tier 2 and Tier 3 students in grades 2-5.</p> <p>Teach reading skills/increase comprehension in Spanish reading.</p> <p>Access technology resources to support learning beyond the school day.</p>	<p>Weekly Quarterly</p>	<p>Grade Level Teams that include ESOL/HILT, Special Education, Reading, Gifted, and Math specialists. An administrator attends all grade level meetings.</p>	<p>Results of grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Evidence of progress using research-based interventions.</p>
<p>Spanish - MATH</p> <p>Overall math performance on SOLs.</p>	<p>During the current school year, the overall pass rate of students in grades 3, 4, and 5 on the math SOL assessment will be 85% or higher.</p>	<p>Multiple Pathways to Success for All Students</p>	<p>Implement math workshop K-5 to maximize instruction and personalize learning for students.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions. Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Consistently use Common Formative Assessments to plan differentiated instruction. Specifically, pre and post assessments for each math unit taught and exit slips for each math</p>	<p>Weekly Quarterly</p>	<p>CIS Instructional Team which includes from ESOL/HILT, Special Education, ITC, Reading, Math, Gifted, Counselors, and Administration</p> <p>Specialists and classroom teachers.</p>	<p>Weekly grade level agendas and planning documents.</p> <p>Grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Use of benchmark assessment (Power Assessment) monitoring</p>

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			<p>skill taught will be implemented across all three grade levels.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase math skills and knowledge.</p> <p>Classroom instruction co-taught with special education and ESOL/Hilt teachers.</p> <p>Engage in professional development through the on-going PLC process and Academic Choice (SIOP, Guided Math, Integrating Technology, Responsive Classroom, Math Strategies, Word Study).</p> <p>Implement systematic classroom walk-throughs to provide support to teachers to strengthen core instruction using SIOP strategies.</p>			<p>quarterly.</p> <p>CIS Goals for the whole school completed quarterly.</p>
<p>Spanish - MATH</p> <p>Performance of Students with disabilities on math SOLs.</p>	<p>During the current school year, the overall pass rate of students in grades 3, 4, and 5 identified as Students with Disabilities on the math SOL assessment will be 70% or higher.</p>	<p>Multiple Pathways to Success for All Students</p>	<p><i>In addition to the above strategies, the following strategies will be used:</i></p> <p>Identify and implement specific research-based interventions with Tier 2 and Tier 3 students in grades 2-5.</p> <p>Classroom and special education teachers co-plan differentiated lessons based on the power standards.</p> <p>Access technology resources to support learning beyond the school day.</p>	<p>Weekly Quarterly</p>	<p>CIS Instructional Team which includes from ESOL/HILT, Special Education, ITC, Reading, Math, Gifted, Counselors, and Administration</p> <p>Specialists and classroom teachers.</p>	<p>Results of grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Evidence of progress using research-based interventions by special education team.</p>

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<p>Student Well-Being</p> <p>Every child has a trusted adult at school.</p>	<p>During the school year, 100% of the students will report they have a trusted adult at school.</p>	<p>Healthy, Safe, and Supported Students</p>	<p>Administer a pre and post survey regarding having a trusted adult in the school.</p> <p>Provide tier 1 supports for every student through Responsive Classroom strategies and tier 2 supports through targeted check-ins with counselors.</p> <p>Match children who require additional support to a team of staff members who will check-in with them on a weekly basis.</p>	<p>On-going</p>	<p>Administration Counselors Instructional Specialists Classroom Teachers Office Staff Custodial Staff</p>	