



APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER ACTION PLAN: 2019-2020
School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Hoffman-Boston Elementary School School Principal: Heidi Smith

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 Math performance on SOL assessments indicates that 94% of All students met the proficiency benchmark. All subgroups, except White students, demonstrated increased performance.</p> <table border="1" data-bbox="75 911 521 1360"> <thead> <tr> <th></th> <th colspan="3">MATHEMATICS</th> </tr> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>83%</td> <td>89%</td> <td>94%</td> </tr> <tr> <td>Black</td> <td>71%</td> <td>77%</td> <td>90%</td> </tr> <tr> <td>Asian</td> <td>93%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>SWD</td> <td>43%</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>LEP</td> <td>81%</td> <td>96%</td> <td>99%</td> </tr> <tr> <td>Hispanic</td> <td>79%</td> <td>94%</td> <td>93%</td> </tr> <tr> <td>White</td> <td>92%</td> <td>96%</td> <td>93%</td> </tr> <tr> <td>Econ Dis</td> <td>77%</td> <td>87%</td> <td>92%</td> </tr> </tbody> </table>		MATHEMATICS				16-17	17-18	18-19	All Students	83%	89%	94%	Black	71%	77%	90%	Asian	93%	100%	100%	SWD	43%	57%	71%	LEP	81%	96%	99%	Hispanic	79%	94%	93%	White	92%	96%	93%	Econ Dis	77%	87%	92%	<p>During this school year, All Students and student reporting groups will improve their mathematics proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the Spring 2019 pass rate and</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 align="center">1</p>	<p>Fall 2019</p>	<p>Admin Team</p>	<p>PPT presentation</p>
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<p>Identify 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 align="center">1</p>	<p>Fall 2019</p>	<p>Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams</p>	<p>CLT Agendas and Minutes, watch lists, data and intervention records. ATSS protocols for progress monitoring</p>																																											
<p>Establish student learning goals and plans to target interventions.</p>	<p align="center">2</p>	<p>September - June</p>	<p>Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams</p>	<p>CLT Agendas and Minutes, watch lists, data and intervention records.</p>																																											
<p>Actively monitor student progress and performance; effectiveness of interventions particularly for Tier 2 and Tier 3 Interventions during CLTs.</p>	<p align="center">2</p>	<p>September - June</p>	<p>Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams</p>	<p>Watchlists, data and intervention records. ATSS protocols for progress monitoring.</p>																																											
<p>Provide targeted professional learning to enhance teachers' knowledge of best instructional practices to develop math proficiency.</p>	<p align="center">4</p>	<p>September - May</p>	<p>Admin Team, Instructional Coaches</p>	<p>PD Agendas and supporting documentation.</p>																																											

	performance expectations by at least 10%.		Ensure all students with disabilities are receiving access to grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment through the use of co-teaching teams and push-in support.	4	September - June	Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams	Student IEPs, Student and Grade-Level 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, Math Coach, Specialists (Academic Support, ESOL, SPED, RTG), and grade level teams	CLT weekly agendas and minutes; master schedule; individual teacher schedules.

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Reading Achievement 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.	During this school year, All Students and student reporting groups will improve their mathematics proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to	Student Success: Multiple pathways to success for all students.	Share data with instructional staff and engage in analysis of student performance data	1	Fall 2019	Admin Team	PPT presentation
			Identify 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 2019	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	2	September - June	Admin Team, Coach, Specialists (ESOL, SPED,	Watchlists, data and intervention records.

	16-17	17-18	18-19
All Students	86%	89%	94%
Black	78%	77%	90%
Asian	94%	100%	100%
SWD	70%	57%	71%

LEP	85%	95%	99%	statewide peers. For each group of students, the school will meet performance expectations or close the gap between the Spring 2019 pass rate and performance expectations by at least 10%.		interventions particularly for Tier 2 and Tier 3 Interventions during CLTs.			RTG), and grade level teams	ATSS protocols for progress monitoring.
Hispanic	88%	94%	93%			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.
White	100%	96%	93%			Ensure all students with disabilities are receiving access to grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment use of co-teaching teams and push-in support.	4	September - June	Admin Team, Literacy Coach, Specialists (ESOL, SPED, RTG), and grade level teams	Student IEPs, Student and Grade-Level schedules.
Econ Dis	81%	62%	88%			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.

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Social/Emotional Needs of the Child PBIS Behavior Incident Reports for the 2018-2019 school year identified, <u>31%</u> of K-5 students with Tier 2 (minor) behavioral incidents and <u>13%</u> of students with Tier 3 (major) behavioral incidents.	During the 2019-2020 school year, we will <i>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 2020, there will be a 10% decrease in student referrals.</i>	Student Well Being: Healthy, Safe, and Supported Students.	Participate in a series of workshops on PBIS (Positive/Preventative Behavioral Interventions and Supports) with teachers and staff.	2 & 4	Quarterly	Admin Team, PBIS Coach, PTA and Counselor	PPT presentation, attendance, workshop exit tickets
			PBIS Coach provides support in the classroom and common areas of the school. Implement a master schedule that supports single grade levels accessing common areas at the same time.	2 & 4	August	Admin Team	Anecdotal notes, master schedule.
			Identify students in grades K-5 with a pattern of behavioral needs using a Data collection system. Provide targeted, tiered intervention(s) to meet those students' needs and monitor progress toward goal behaviors.	2 & 4	September – June	PBIS Coach, classroom teachers, specialists, counselor, Admin team	PBIS Incident Reports; data collection
			Specialists schedule additional time with students throughout the school day to ensure all students know they have an advocate at Hoffman-Boston.	2 & 4	September - June	Admin Team, PBIS Coach, specials teachers, school psychologist, Counselor	Common language, visual supports, documented procedures.
Family and Community Engagement	During the 2019-2020 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. <ul style="list-style-type: none"> ● Arlington Lodge ● Mt. Olivet Baptist Church ● Defense Intelligence Agency 	4	September – June	Admin Team, Volunteer Coordinator, Counselor, Social Worker.	Sign-in Sheets, Collaboration for special events.
			Continue the FACE program to extend outreach and to engage all families, and particularly any underreached families, in their child(ren)'s learning and in the continuous development of the schoolwide program via a variety of engagement	4	September - June	Admin Team, Volunteer Coordinator, FACE Coordinator	Parent Sign-In Sheets, Parent Surveys

	relationships with external supports and structures to support families.		<p>opportunities.</p> <ul style="list-style-type: none"> ● Parent Coffees ● Parent Information Nights ● STEM Activity Events <p>Increase the accessibility of engagement by:</p> <ul style="list-style-type: none"> ● communicating in multiple languages. ● scheduling multiple opportunities on varied days of the week/times of day. ● providing meals/snacks, transportation, and childcare, as needed. ● leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books). ● seeking input from families. 				
			Develop and continue partnerships with parent volunteers to provide support to students in the school.	4	September – June	Admin Team, Volunteer Coordinator, Bilingual Resource Assistants	Parent Sign-In Sheets