



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

School Name: _____

KEY ES

School Principal: _____

M. Perdomo

SCHOOL PERFORMAN CE 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)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																										
<p>Spanish-MATH</p> <p>School Year 2018-19 84% of students grades 3-5 at Key ES passed the Math SOL</p> <p>25% of students obtained pass/advanced</p> <table border="0"> <tr> <td><u>SOL</u></td> <td><u>SY 18-19</u></td> </tr> <tr> <td>All</td> <td>84 %</td> </tr> <tr> <td>Black</td> <td>73%</td> </tr> <tr> <td>Ec. Dis</td> <td>70%</td> </tr> <tr> <td>Hisp.</td> <td>5%</td> </tr> <tr> <td>LEP</td> <td>72%</td> </tr> <tr> <td>SWD</td> <td>36%</td> </tr> </table>	<u>SOL</u>	<u>SY 18-19</u>	All	84 %	Black	73%	Ec. Dis	70%	Hisp.	5%	LEP	72%	SWD	36%	<p>During school Year 2019-20 30% of students in grades 3-5 will receive a pass advanced score on Math SOL exams.</p> <p>Additionally, the fail rate for all subgroups will be reduced by 10%. Targets are as follows: All students 85%, SWD 42%, LEP 75%, Black 82%, Hispanic 78%, Ec. Dis. 73%)</p> <p><u>SOL</u> <u>SY 19-20*</u></p> <table border="0"> <tr> <td>All</td> <td>85%</td> </tr> <tr> <td>Black</td> <td>82%</td> </tr> <tr> <td>Ec. Dis</td> <td>73%</td> </tr> <tr> <td>Hisp.</td> <td>78%</td> </tr> <tr> <td>LEP</td> <td>75%</td> </tr> <tr> <td>SWD</td> <td>42 %</td> </tr> </table> <p>*goal</p>	All	85%	Black	82%	Ec. Dis	73%	Hisp.	78%	LEP	75%	SWD	42 %	<p>Multiple Pathways to Student Success</p>	<p>Implement Math Workshop with fidelity with the goal of maximizing instructional opportunities and reaching students at their level. Adjust groupings based on student data and other identified needs within the structure of workshop.</p> <p>Spanish teachers' SMART goals will focus on Math.</p> <p>Close collaboration and planning between Math Coaches and Math teachers focusing on mathematical process standards.</p> <p>Specialists plan with teachers during their weekly curricular meetings (CoCo) to develop lessons, identify resources, determine appropriate interventions and assessments, analyze data and monitor results of intervention and identify students for CLT discussion.</p> <p>Teachers engage in review of student work and math exemplars on an individual basis (deeper problem solving) during CoCo meetings in K-5.</p> <p>Provide enrichment opportunities either with teachers or electronically accessible on Canvas to accelerate and extend math students in grade 5 to optimize performance in preparation for grade 6 placement test/MI.</p> <p>Teachers consistently engage in CLT process and bring forward students necessitating additional supports and consistent, documented interventions.</p>	<p>Ongoing</p> <p>Due Oct. 2019</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administrators</p> <p>Specialists/Math Coaches</p> <p>K-5 teachers</p>	<p>Quarterly math assessments (PowerTest) MI (BOY, EOY)</p> <p>Monitor teacher smart goals at the beginning, mid and end of year points</p>
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<p>ENGLISH -Reading School Year 2018-19 74% of students grades 3-5 at Key ES passed the English Reading SOL 30% of students obtained Pass/Advanced</p> <table border="1"> <thead> <tr> <th>SOL</th> <th>SY 18-19</th> <th>SOL</th> <th>SY 19-20*</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>74%</td> <td>All</td> <td>76%</td> </tr> <tr> <td>Black</td> <td>64%</td> <td>Black</td> <td>73%</td> </tr> <tr> <td>Ec. Dis</td> <td>48%</td> <td>Ec. Dis</td> <td>53%</td> </tr> <tr> <td>Hisp.</td> <td>60%</td> <td>Hisp.</td> <td>64%</td> </tr> <tr> <td>LEP</td> <td>50%</td> <td>LEP</td> <td>55%</td> </tr> <tr> <td>SWD</td> <td>21%</td> <td>SWD</td> <td>30%</td> </tr> </tbody> </table> <p>*goal</p> <p>In grades K-2, the number of PALS identified students in the spring of 2019 will be reduced by 25% from Fall 2019</p>	SOL	SY 18-19	SOL	SY 19-20*	All	74%	All	76%	Black	64%	Black	73%	Ec. Dis	48%	Ec. Dis	53%	Hisp.	60%	Hisp.	64%	LEP	50%	LEP	55%	SWD	21%	SWD	30%	<p>During School Year 2019-20, 34% of students in grades 3-5 at Key ES will receive a pass advanced on the English Reading SOL. Additionally, the fail rate for all subgroups will be reduced by 10%. Targets are as follows:</p>	<p>Multiple Pathways to Student Success</p>	<p>Implement Reading and Writing Workshop with fidelity with the goal of maximizing instructional time and reaching students at their level. Adjust groupings based on student data and other identified needs</p> <p>English teachers' SMART goals will focus on Math</p> <p>Share data with instructional staff and engage in analysis of student performance data.</p> <p>All teachers engage in deep conversations and data analysis of language acquisition and discuss instructional practices for teaching other language learners with the goal of addressing specific needs of students in the Immersion Program. Focus on English Learners based on WIDA scores analysis and identified trends.</p> <p>Apply for PALS grant K-2 with goal of providing systematic and targeted remediation and interventions to students identified in PALS in grades K-2.</p> <p>Provide teachers will opportunities to plan instruction in reading, merging together TC Reading Units of Study and other resources.</p> <p>Yearlong planning of Language Arts with integration of shared literacy standards: Teachers meet in cross language planning sessions (X L P) to select shared literacy standards that can be developed in each language</p> <p>Continue to provide and monitor reading interventions to students in K-5 through school wide data collection methods.</p> <p>Professional development to support the implementation of reader's workshop to strengthen Tier 1 instruction.</p> <p>Plan a schoolwide family literacy initiative and support programs that incentivize reading such as Abejas Lectoras and Everybody Wins.</p> <p>Train teachers and interventionists to use the F&P reading assessment to monitor reading comprehension for all students, including watchlist students. Monitor interventions through CLT, ATSS entry into student database.</p> <p>Monitor implementation of new supplemental phonics instruction in K/1</p>	<p>Ongoing</p> <p>Due Oct. 2019</p> <p>Pre-Service week</p> <p>Pre-service 2019</p> <p>November-May</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring/Ongoing</p> <p>Fall</p> <p>Ongoing</p>	<p>K-5 T-scale staff</p> <p>T-scale staff</p> <p>Administrators/ Reading team</p> <p>Reading Team</p>	<p>Quarterly reading assessments (PowerTest)</p> <p>Use F & P assessment with all students K-5 to assess reading comprehension.</p> <p>Monitor teacher smart goals at the beginning, mid and end of year points.</p>
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<p>Community Partnerships that Support Students in the Immersion Program</p>	<p>During School Year 2019-20, Key Elementary School will strengthen existing partnerships and establish new partnerships with the goal of supporting Immersion students</p>	<p>Strong Mutually Supportive Partnerships</p>	<p>Continue partnerships with Everybody Wins to promote reading and mentoring through community volunteers who will meet with students during lunch block</p> <p>Strengthen our partnership with Embassy of Spain as part of the International Spanish Academy consortium by participating in staff developments, hosting a Spanish Intern (with PTA support) and providing space for ALCE.</p> <p>Establish the Key BEE Saturday Club to provide a space for students to participate in extra curricular activities during the weekend. (PTA support)</p> <p>Establish official partnership with Georgetown University Big Buddies program to provide cultural and enrichment experiences, as well as mentoring, for underprivileged students as part of the Key BEE Saturday Club. (PTA Support)</p> <p>Establish mentoring program with students from neighboring schools, HBW and WL.</p> <p>Strengthen partnership with sister school Claremont Immersion School to streamline delivery of Immersion Program countywide and develop biliteracy curriculum.</p>	<p>Nov.-May</p> <p>Ongoing</p> <p>October-May</p> <p>October-May</p> <p>Winter/Spring</p> <p>Summer 2018 Ongoing</p>		<p>Partnerships</p> <p>Enrollment</p> <p>Opportunities offered and Participation data</p>
<p>Student well Being Every child has a trusted adult at school</p>	<p>During the 2019-to academic year, 100% of students at Key ES will report they have a trusted adult at school.</p>	<p>Safe, Healthy, Supported Students</p>	<p>Collect pre and post data via survey asking students if they have a trusted adult at school.</p> <p>Arrange for the substance abuse counselor and school counselor to present at a PTA meeting about risky student behaviors.</p> <p>Expand access to extracurricular opportunities by offering clubs free of charge, after school. Continue implementation of PBIS.</p> <p>Explore strategies within trauma informed care and restorative justice practices that could be implemented at Key as part of Key BEE Saturday Club.</p> <p>Strengthen home/school connections around wellness, antibullying, accessing services through information sessions held at school during and after school hours.</p> <p>Open a new Family Welcome Center to strengthening relationship with our community, with a focus on newcomers, new to the country, and families in need.</p>	<p>Fall 2019</p> <p>Year long</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administrators, Counselors</p> <p>Student support staff: Social Worker, Psychologist, School Counselors</p> <p>Bilingual Family Liaison</p>	<p>Survey results</p> <p>Participation/Attendance data</p>