



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

School Name: McKinley Elementary School

School Principal: Colin Brown

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 by quarter)
<p>Based on an analysis of the following YVM questions, it was determined that 4th and 5th grade students need additional support to be able to identify at least one school-based adult who supports and encourages their academic and personal growth.</p> <p>Spring 2018 YVM survey reported</p>	<p>By June 2020, 100% of 4th and 5th grade students will be able to identify at least one school-based adult who supports and encourages their academic and personal growth.</p> <p>School counselors will administer a pre/post survey asking the following questions Your</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input checked="" type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p><u>Collective Responsibility/Concentrated Instruction</u></p> <p>Deliver the pre/post survey.</p> <p>Conduct lesson for students about how to recognize qualities of a trusted adult.</p> <p>Conduct minute meetings with all 4th and 5th graders to ask them to identify their specific school-based adult.</p> <p>Identify students who were not able to identify an adult. Deliver small group intervention.</p>	<p>October 2019- June 2020</p> <p>October 2019- June 2020</p> <p>October 2019- June 2020</p>	<p>School counselors will deliver lesson and pre/post survey, minute meetings</p> <p>Small groups: counselors, psychologist, social worker</p> <p>Collaborate and pair with: Gr. 4 & Gr. 5 teachers, specialists, assistants, administrators</p>	

<p>that only 58% of students responded favorably to the question: if you walked into class upset, how many of your teachers would ask how you are doing?</p> <p>Only 65% responded favorably to the question: if you came to school upset do you know of an adult at school you can talk to?</p> <p>This goal addresses an objective from The Whole Child Working Group Report. The report states APS nurtures students' intellectual, personal, social and emotional development with services and</p>	<p>Voice Matters Questions:</p> <ol style="list-style-type: none"> 1) Is there at least one adult in your school who you can talk to about the things that are going well for you? 2) Is there at least one adult in your school who you can talk to when you need help (such as help with school work or something in your personal life)? 3) Is there at least one adult in your school who checks in with you about how things are going at school (such as asking if 		<p><u>Convergent Assessment/Concentrated Instruction</u></p> <p>Collaborate with teachers and administrators to identify students who were not able to identify an adult and pair students with staff for informal mentoring sessions to facilitate relationship building.</p> <p><u>Certain Access</u></p> <p>Conduct outreach to parents through the Cardinal Notes, PTA meetings, the School Counseling Advisory Council, Parent Conferences, and Counseling Newsletters, about the importance of a school-based trusted adult and how to encourage that connection.</p>	<p>October 2019- June 2020</p> <p>October 2019- June 2020</p>		
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strategies that support students and their families. APS enables each student to learn and develop their potential.

you need help with something or if you feel included)?

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<p>READING:</p> <p>Based on an analysis of Reading SOLs grades 3-5, PALS and Powerschool BOY data, it was determined that students who did not meet the passing SOL benchmarks or the new state requirement for progress of 30 points would need interventions to</p>	<p>Third graders who failed to meet BOY benchmarks for PALS and/or 4th and 5th graders who scored 430 or below on their 3rd or 4th grade reading SOL (or had significant supports) will meet or exceed the 400 SOL score or increase their score by 30 benchmark points in reading for their respective grade levels for the 2019-20 school year.</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p>Collective Responsibility Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p>Specialists/Administrators will participate in CLT meetings on regular basis</p> <p>Draw upon Cognitive Coaching cycles and functions to increase teacher self-directedness through coaching cycles and conversations</p> <p>Adhere to the seven norms of collaboration by Adaptive Schools</p> <p>Concentrated Instruction Use quarterly reading and other common assessments to inform and drive instruction</p>	<p>September 2019</p> <p>Weekly beginning September 2019</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At start of each unit of study</p> <p>Throughout each unit of study</p>	<p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p> <p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p>	

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<p>show the necessary progress.</p> <p>This goal addresses an objective from strategic plan under the goal of multiple pathways to success for all students.</p> <p><u>READING SOL 2019</u> All students 92% Gap Group 1 59% Gap Group 2 TS 70% Gap Group 3 TS 65% SWD TS 42% LEP TS 58% Econ. Dis. TS 63% White 94% Asian TS 94%</p> <p>Current 3rd Students that were PALS</p>			<p>Identify and unpack standards to create common assessments – pre, post, formative.</p> <p>Utilize pre-assessment data to collectively build units of study.</p> <p>Engage students in remediation/ intervention/extension through tiered system of supports (ATSS)</p> <p><u>Convergent Assessment</u> Develop, administer, and analyze common formative assessments to determine the specific learning needs of each child.</p> <p>Reflect on the effectiveness of instructional strategies through data analysis</p> <p><u>Certain Access</u> Monitor student progress through uniform progress monitor sheet</p> <p>Build individual teacher capacity to provide targeted instruction at each level based on assessment data</p>	<p>Throughout the year</p> <p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Weekly beginning Sept 2019</p> <p>January/June</p> <p>Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences</p>		

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identified in Spring 2019: 15 3 rd Reading 2019: Below 430: 11 Failed: 9 4 th Reading 2019: Below 430: 13 Fail: 12						



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<p>MATH:</p> <p>Based on the 2nd grade EOY and/or 3rd grade BOY, 12 students did not meet benchmark and 28 students scored 430 or below on the 3rd and 4th grade math SOLs for the end of the 2020 school year.</p> <p>2019 SOL for Math All students 94% Gap Group 1 73% Gap Group 2 TS 80%</p>	<p>Third graders who scored less than 40% on the 3rd grade Powerschool BOY assessment and 4th and 5th graders who scored 430 or below, (or had significant supports) on their 3rd or 4th grade math SOL will meet or exceed the 400 SOL score or make a gain of 30 points in math for their respective grade levels for the 2019-2020 school year.</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p>Collective Responsibility Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p>Specialists/Administrators will participate in CLT meetings on regular basis</p> <p>Draw upon Cognitive Coaching cycles and functions to increase teacher self-directedness through coaching cycles and conversations</p> <p>Adhere to the seven norms of collaboration by Adaptive Schools</p> <p>Concentrated Instruction Use quarterly math and other common assessments to inform and drive instruction</p>	<p>September 2019</p> <p>Weekly beginning September 2019</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At start of each unit of study</p> <p>Throughout each unit of study</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

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<p>Gap Group 3 76% SWD TS 49% LEP TS 69% Eco. Dis. TS 69% White 96% Asian TS 100%</p> <p>Data: 3rd Powerschool BOY: 18</p> <p>3rd Math SOL: Below 430: 11 Fail: 9</p> <p>4th Math SOL: Below 430: 7 Fail: 7</p>			<p>Identify and unpack standards to create common assessments – pre, post, formative.</p> <p>Utilize pre-assessment data to collectively build units of study.</p> <p>Engage students in remediation/ intervention/extension through tiered system of supports (ATSS)</p> <p><u>Convergent Assessment</u> Develop, administer, and analyze common formative assessments to determine the specific learning needs of each child.</p> <p>Reflect on the effectiveness of instructional strategies through data analysis</p> <p><u>Certain Access</u> Monitor student progress through uniform progress monitor sheet</p> <p>Build individual teacher capacity to provide targeted instruction at each level based on assessment data</p>	<p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Weekly beginning Sept 2019 Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences, as appropriate</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

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