



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

Montessori Public School of Arlington

Catharina Genove

School Name: _____

School Principal: _____

SCHOOL PERFORMANCE PRIORITIES <i>*Data derived from SOA Adjusted Scores</i>	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES <i>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</i>	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES <i>(Be Specific)</i>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <i>(Progress Monitoring at 30, 60, 90 and 120 Days)</i>																						
<p><i>Data below represents overall student performance and school performance for the Montessori students housed at Drew during the 2018-2019 school year. Math performance on SOL assessments indicates that 83% of students in grades 3-5 met the proficiency benchmark. All subgroups demonstrated significant growth however LEP, Hispanic, Econ.Dis. and Black Students are concentrated groups of focus.</i></p> <table border="1"> <tr> <td></td> <td>Montessori</td> </tr> <tr> <td>SY 18-19</td> <td align="center">83%</td> </tr> <tr> <td>SY 17-18</td> <td align="center">83%</td> </tr> <tr> <td>SY 16-17</td> <td align="center">85%</td> </tr> <tr> <td>SY 15-16</td> <td align="center">80%</td> </tr> <tr> <td>3 Year Average</td> <td align="center">82%</td> </tr> <tr> <td>Black</td> <td align="center">71% 74%</td> </tr> <tr> <td>Hispanic</td> <td align="center">41% 65%</td> </tr> <tr> <td>LEP</td> <td align="center">38% 62%</td> </tr> <tr> <td>SPED</td> <td align="center">54% 83%</td> </tr> <tr> <td>ECON DIS</td> <td align="center">48% 69%</td> </tr> </table>		Montessori	SY 18-19	83%	SY 17-18	83%	SY 16-17	85%	SY 15-16	80%	3 Year Average	82%	Black	71% 74%	Hispanic	41% 65%	LEP	38% 62%	SPED	54% 83%	ECON DIS	48% 69%	<p>All students will achieve a pass rate on the 2019 Math SOL assessment that reflects accelerated growth for the group by scoring at or above the 86% percentile of statewide performance for all students.</p> <p>75% percentile of statewide performance for Black (74%), Hispanic (65%), LEP (62%) and Econ. Dis. (69%) and/or reduce the failure rate by 10% for identified groups</p> <p>Maintain or exceed SPED performance at 83%. 3-year average is 66%</p>	<p>Multiple Pathways to Student Success</p> <p>Student Well-Being: Healthy, Safe & Supported Students</p> <p>Engaged Workforce</p>	<p>Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices.</p> <ul style="list-style-type: none"> Use our individual student data in teams at BOY during pre-service to identify students areas of targeted growth with new teams. Weekly math CLT meetings with existing math coach (.5 PM) to ensure a smooth transition and continuous improvement. Implement a school wide uninterrupted 3-hour work period for all groups (PM, LEM & UEM) to ensure students begin each day in targeted and uninterrupted instructional time. 	Quarterly	School Administration; Instructional Coaches; Department of Teaching and Learning Specialists.	<p>Agendas and Minutes; Formative Assessment Data; Anecdotal Records and Qualitative Data from Observations; Instructional Student Plans; Walkthroughs and Observations.</p>
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Continuously share data with staff and families to identify students who are not meeting grade level expectations; develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention.	Monthly	Instructional Coaches and Lead Teachers, School Administration.																										
Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched-based instructional programs and best instructional practices to include but not limited to <i>Do the Math; FASTMath.</i> (Materials and PD Title 1 funded)	Monthly	Instructional staff & Marh Coach																										
Utilize math coach to deliver job-embedded professional development to include workshops; modeling of instruction; and data analysis	Monthly	Math Coach, School Administration and instructional staff																										
Provide targeted professional development to Instructional staff to enhance their repertoire of differentiated instruction to meet the needs of English Language Learners by including EL teachers in weekly CLT meetings.	Quarterly	Instructional Coaches; School Administration; Department of Teaching and Learning Specialists.																										

Data below represents overall student performance and school performance for the Montessori students housed at Drew Elementary during the 2018-2019 school year.

Reading performance on SOL assessments indicates that 86% of all students in grades 3-5 met the proficiency benchmark.

All subgroups demonstrated significant growth or maintained progress from previous school year however Students with Disabilities, LEP and Black Students are continual groups of focus.

	Montessori
SY 18-19	86%
SY 17-18	88%
SY 16-17	89%
SY 15-16	84%
3 Year Average	87%
Black	75% 84%
Hispanic	58% 68%
LEP	54% 59%
SPED	57% 78%
ECON DIS	58% 71%

All students will achieve a pass rate on the 2018 Reading SOL assessment that reflects accelerated growth for the group by scoring at or above 88% percentile of statewide performance for all students.

80% percentile of statewide performance for Hispanic (68%), LEP (59%) SPED (78%) and Econ.Dis. (71%). And/or reduce the failure rate by 10% for identified groups.

Black students will maintain or exceed their performance of 84%.

Multiple Pathways to Student Success

Student Well-Being: Healthy, Safe & Supported Students

Engaged Workforce

Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices.

- Use our individual student data in teams at BOY during pre-service to identify students areas of targeted growth with new teams.
- Implement a school wide uninterrupted 3-hour work period for all groups (PM, LEM & UEM) to ensure students begin each day in targeted and uninterrupted instructional time.
- Increase staffing for ELL students from 1.0 to 2.0 to ensure the needs of our language learners are met through ongoing support within the class.
- Weekly CLT meetings with reading coach to ensure a smooth transition and ongoing targeted growth for our students.

Quarterly

School Administration; Instructional Coaches; Department of Teaching and Learning Specialists.

Agendas and Minutes; Formative Assessment Data; Anecdotal Records and Qualitative Data from Surveys; Instructional Student Plans; Walkthroughs and Observations.

Continuously share data with staff and families to identify students who are not meeting grade level expectations; develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention.

Monthly

Instructional Coaches and Lead Teachers, School Administration.

Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched-based instructional programs and best instructional practices to include but not limited to SpellRead, Wilson, LLI, and Orton Gillingham, in order to provide services to students who score below benchmark in F&P, PALS, and DSA.

Monthly

Instructional staff; Instructional Coaches; School Administration.

Provide instructional staff with targeted researched based professional development to enhance teachers' proficiency with best strategies to support diverse learners with emphasis of English Language Learners and SWD.

Quarterly

Reading Coaches, EL teachers, School Administration and Department of Teaching and Learning Specialist.

Implement supplemental reading instructional programs to specifically target identified areas of focus.

Monthly

Instructional Coaches; EL teachers, School Administration; DOE Staff.

<p>Increased opportunities to actively engage and communicate with families to work in partnership with school to support targeted priorities and areas of focus to improve the overall achievement and social/emotional well being of our student population.</p>	<p>Parental involvement, engagement, communication and participation in school and community activities will increase by 10% as measured by parent feedback on Your Voice Matters survey and attendance at events.</p>	<p>Multiple Pathways to Student Success</p> <p>Student Well-Being: Healthy, Safe & Supported Students</p> <p>Partnerships</p> <p>Engaged Workforce</p>	<p>Increase teacher-home communication through SEESAW. Use Seesaw to communicate Montessori instructional practices and opportunities to attend/volunteer at school/classroom events throughout the year.</p> <p>All students can identify at least one school based adult who supports and encourages their academic & personal growth.</p> <ul style="list-style-type: none"> • Guidance lessons on recognizing school staff • Mentor partnerships with staff/students • EOY reflection with student feedback/assessment <p>Continue to monitor and increase attendance during fall and spring parent-teacher conferences. Implement year 4 of student-led conferences in grades 3-5 in Spring 2020.</p> <p>Use data from the Your Voice Matters survey to target areas of focus and growth for parents and staff.</p> <ul style="list-style-type: none"> • Bully Prevention • Safety • Health & Well Being <p>Develop parent involvement activities focused on enhancing parent's understanding of Montessori pedagogy that can help them support overall academic, social and emotional development for their child/children outside of school.</p> <ul style="list-style-type: none"> • Montessori Math Night • Montessori Information Night • Primary Parent Night • School Talk • PTA Meetings 	<p>Monthly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Monthly</p> <p>Quarterly</p>	<p>School Administration, Library Asst. and Classroom Teachers.</p> <p>Guidance Counselor, school admin team & MPSA staff</p> <p>School Administrators; Instructional Coaches and Staff.</p> <p>Instructional Leadership Team, Instructional staff, School Administration</p> <p>Leadership Team Members; Instructional Staff</p>	<p>Parent Involvement Flyers and publications; Sign-In Sheets; Committee Agenda and Minutes and parent surveys.</p>