



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

School Name: Dr. Charles R. Drew Elementary School

School Principal: Kimberley Graves

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																												
<p>Preliminary unadjusted math student performance on SOL assessments for the separate Graded and Montessori programs and the combined whole school performance is listed below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Subgroup</th> <th>Combined</th> <th>Graded</th> <th>Montessori</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>75%</td> <td>65%</td> <td>83%</td> </tr> <tr> <td>BLK</td> <td>53%</td> <td>44%</td> <td>74%</td> </tr> <tr> <td>HIS</td> <td>71%</td> <td>75%</td> <td>65%</td> </tr> <tr> <td>LEP</td> <td>70%</td> <td>75%</td> <td>62%</td> </tr> <tr> <td>SPED</td> <td>59%</td> <td>*35%</td> <td>83%</td> </tr> <tr> <td>ECONDIS</td> <td>65%</td> <td>63%</td> <td>69%</td> </tr> </tbody> </table>	Subgroup	Combined	Graded	Montessori	ALL	75%	65%	83%	BLK	53%	44%	74%	HIS	71%	75%	65%	LEP	70%	75%	62%	SPED	59%	*35%	83%	ECONDIS	65%	63%	69%	<p><i>All students</i> will achieve a pass rate on the 2019 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 80% percentile of statewide performance for all students, 65% percentile of statewide performance for <i>Black students</i>; 75% for <i>Economically Disadvantaged students</i> and decrease failure rate by 10% for <i>Students</i></p>	<p>Challenge and Engage All Learners</p> <p>Eliminate Achievement Gaps</p>	<p>Engage in data analysis of student performance data to identify targeted students in grades K-5 who are performing below grade level to establish student learning goals and plans to target areas of need.</p>	September to June	School Testing Coordinator, Math Coach, ELL Teachers, SPED Teachers, Classroom Teachers	Benchmark Data, Data Analysis Charts, PLC minutes
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	<p>Actively monitor student progress and performance; effectiveness of interventions during weekly PLC meetings and quarterly collaborative and data analysis planning days—<i>Title 1 Funded.</i></p>	September to June	Administration Math Coach, School Testing Coordinator, Classroom Teachers, ELL Teachers, SPED Teachers	Benchmark Data, Data Analysis Charts, PLC minutes																														

	<u>with Disabilities (SWD.)</u>		Provide instructional staff with targeted professional development to enhance implementation of best instructional strategies that actively engage students, enhance student proficiency with core and foundational skills and concepts, and provide differentiated learning experiences.	September to June	Math Coach, Department of Teaching and Learning Specialists and Workshops and Conferences- <u>Title 1 Funded</u>	Instructional Walk-Thrus, Instructional Lesson Plans and PLC minutes
			Provide students with access to supplemental manipulatives and resources— <u>Title 1 Funded</u> to allow for differentiated and targeted instruction to address student learning needs.	September to June	Administration Math Coach, Department of Teacher and Learning Specialists, Classroom Teachers, ELL Teachers, SPED Teachers	Instructional Walk-Thrus, Instructional Lesson Plans
			Utilize research-based targeted interventions and programs for students who are not performing at grade level to enhance student mastery of foundational mathematics skills and concepts.— <u>Title 1 Funded.</u>	September to June	Administration Math Coach, ELL Teachers, Classroom Teachers, SPED Teachers	Data Charts, Benchmark Performance Data, PLC minutes

<p>Preliminary unadjusted reading student performance on SOL assessments for the separate Graded and Montessori programs and the combined whole school performance is listed below:</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>Combined</th> <th>Graded</th> <th>Montessori</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>71%</td> <td>51%</td> <td>86%</td> </tr> <tr> <td>BLK</td> <td>55%</td> <td>42%</td> <td>84%</td> </tr> <tr> <td>HIS</td> <td>61%</td> <td>57%</td> <td>68%</td> </tr> <tr> <td>LEP</td> <td>56%</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>SPED</td> <td>50%</td> <td>*22%</td> <td>78%</td> </tr> <tr> <td>ECONDIS</td> <td>58%</td> <td>51%</td> <td>71%</td> </tr> </tbody> </table>		Subgroup	Combined	Graded	Montessori	ALL	71%	51%	86%	BLK	55%	42%	84%	HIS	61%	57%	68%	LEP	56%	54%	59%	SPED	50%	*22%	78%	ECONDIS	58%	51%	71%	<p><i>All Students</i> will achieve a pass rate on the 2019 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 75% percentile of statewide performance for all students; 65% for <i>Black, Economically Disadvantaged, Hispanic, and Limited English Proficiency (LEP) students</i>; and decrease failure rate by 10% for <i>Students with Disabilities (SWD)</i></p>		<p>Challenge and Engage All Learners</p> <p>Eliminate Achievement Gaps</p>	<p>Engage in data analysis of student performance data to identify targeted students in grades K-5 who are performing below grade level to establish student learning goals and plans to target areas of need.</p> <p>Actively monitor student progress and performance; effectiveness of interventions during weekly PLC meetings and quarterly collaborative and data analysis planning days- <u><i>Title 1 Funded.</i></u></p> <p>Provide instructional staff with targeted professional</p>	<p>September to June</p> <p>September to June</p> <p>September to June</p>	<p>Administration School Testing Coordinator, Literacy Coach, Reading Specialists, Classroom Teachers, ELL Teachers, SPED Teachers</p> <p>Administration School Testing Coordinator, Literacy Coach, Classroom Teachers, ELL Teachers, SPED Teachers</p> <p>Literacy Coach, Department of Teaching and</p>	<p>Benchmark Data, Data Analysis Charts, PLC minutes</p> <p>Benchmark Data, Data Analysis Charts, PLC minutes</p> <p>Instructional Walk-Thrus, Instructional</p>
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			development to enhance instructional strategies to meet the diverse learning needs of student population.		Learning Specialists and Workshops and Conferences- <u>Title 1 Funded</u>	Lesson Plans and PLC minutes
			Provide students with access to supplemental books, manipulatives and resources to allow for differentiated and targeted instruction to address student learning needs-- <u>Title 1 Funded.</u>	September to June	Administration Literacy Coach, Reading Specialists, ELL Teachers, SPED Teachers, Classroom Teachers	Data Charts, Benchmark Performance Data, PLC minutes
			Utilize research-based targeted interventions and programs for students who are not performing at grade level to enhance student mastery of foundational reading and writing skills— <u>Title 1 Funded.</u>	September to June	Administration Literacy Coach, Reading Specialists, ELL Teachers, SPED Teachers, Classroom Teachers	Data Charts, Benchmark Performance Data, PLC minutes
Implement Positive Behavior Interventions and Supports (PBIS) school wide behavior management system to develop positive school culture/climate; safer and structured learning environments and enhance student and teacher relationships to	<u>All Instructional staff</u> will participate in professional development to begin initial stages	Eliminate Achievement Gaps Ensure Quality	Hire PBIS Coordinator and establish PBIS Leadership team to support school-wide transition and	Weekly	Administration, School Counselor, School Psychologist,	PBIS Leadership Team Meeting minutes

ultimately lead to increased student achievement and success.	for implementation of PBIS core components to include utilizing data collection and data analysis to guide decisions; direct and explicit teaching of appropriate behaviors and creating a tiered framework of interventions and support all students.	Staff Provide Optimal Learning Environments Meet the Needs of the Whole Child	implementation of PBIS.		School Social Worker and Student Support Specialist	
			Plan and provide professional learning opportunities for instructional staff to enhance knowledge of PBIS components, strategies and pedagogical practices— <u>Title 1 Funded.</u>	September to June	PBIS Coordinator Administration, PBIS Leadership Team	PLC minutes, Data Analysis of behavior referrals and infractions
			Provide instructional staff with supplemental resources and materials to assist with implementing tiered framework for student support— <u>Title 1 Funded.</u>	Quarterly	Principal; Assistant Principal; and Math Coach	PLC minutes, Data Analysis of behavior referrals and infractions
			Create and establish monthly PBIS newsletter and updates to provide staff with continuous strategies to effectively integrate components of PBIS into the learning environment.	September to June	PBIS Coordinator PBIS Leadership Team	Newsletters Staff feedback surveys, PLC minutes, Data Analysis of behavior referrals and infractions