



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2020-2021
School Performance Priorities and Actions to be Taken
to Address Student Achievement**

ATTACHMENT 2B

School Name: Claremont Immersion

School Principal: Jessica Panfil

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 at 30, 60, 90 and 120 Days)
English - READING	During the current school year, 90% of Kinder – 5 th grade students will demonstrate one year’s worth of growth in Lexia levels.	Student Success & Well Being	<p>Implement virtual instruction based on ELA standards, APS curriculum, and in response to student data.</p> <p>Lexia usage and student progress is checked in weekly using data protocols to determine individual targeted support.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions. Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Use Common Formative Assessments in Kindergarten- 5th in English and Spanish Language Arts for shared literacy skills and to measure reading proficiency across both languages.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase reading proficiency.</p>	Weekly Quarterly	Classroom, English Learner, Special Education, Reading, and Gifted, teachers.	<p>Student data monitored weekly (Lexia) and quarterly (common formative assessments of shared literacy skills), to determine who needs additional intervention and support.</p> <p>Collaborative lesson plan using weekly CCLP (Cross-Curricular Lesson Planning) agendas and grade level planning documents.</p>

			Classroom instruction co-planned and co-taught with special education and English Learner teachers. Additionally, special education and English learner students receive small-group instruction.			
Spanish - MATH	During the current school year, 90% of Kinder – 5 th grade students will demonstrate one year’s worth of growth in DreamBox levels.	Student Success & Well Being	<p>Implement virtual instruction based on Math standards, APS curriculum, and in response to student data.</p> <p>DreamBox usage and student progress is checked in weekly using data protocols to determine individual targeted support.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions. Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Use Common Formative Assessments in Kindergarten- 5th in math. Pre and post assessments for each math unit taught and exit slips for each math skill taught will be implemented.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase math skills and knowledge.</p> <p>Classroom instruction co-planned and co-taught with special education and English Learner teachers. Additionally, special education and English learner students receive small-group instruction.</p>	Weekly Quarterly	Classroom, English Learner, Special Education, Gifted Teachers and Math Coaches.	<p>Student data monitored weekly (DreamBox) and quarterly (common formative assessments), to determine who needs additional intervention and support.</p> <p>Collaborative lesson plan using weekly CCLP (Cross-Curricular Lesson Planning) agendas and grade level planning documents.</p>
High Quality Virtual and In-Person Instruction Implement the Dual Language Pillars	During the current school year, 90% of students will produce orally or written Spanish on grade level. 100% of students will be able to identify the four pillars of dual language.	Equity	<p>Implement the “first 20 days” of virtual dual language instruction building a foundation for the four pillars.</p> <p>Plan and implement 3-5 reading/writing common formative assessments in Spanish at every grade level quarterly.</p> <p>Plan and implement a cross-language activity quarterly.</p>	Quarterly		<p>Results of grade level common formative assessments.</p> <p>Student Assessment Spreadsheet (SASS) Student Data monitored.</p> <p>Evidence of progress using research-based interventions by special education team.</p>

<p>Student Success and Well-Being</p> <p>Every child has a trusted adult at school.</p>	<p>During the school year, 100% of the students will report they have a trusted adult at school.</p> <p>100% of families can identify someone they can contact for help at the school.</p>	<p>Healthy, Safe, and Supported Students</p>	<p>Administer a pre and post survey regarding having a trusted adult in the school.</p> <p>Provide tier 1 supports for every student through Responsive Classroom strategies and tier 2 supports through targeted check-ins with counselors.</p> <p>Build a family engagement team (CIS Working Together)to connect with diverse families during virtual times.</p>	<p>On-going</p>	<p>Administration Counselors Instructional Specialists Classroom Teachers Office Staff Custodial Staff</p>	