



**APS PROGRESSIVE PLANNING MODEL
ACTION PLAN: 2020-2021
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	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE 1 SCHOOLWIDE COMPONENT & EVIDENCE TIER (1-4)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																												
<p>Due to mandated school closure due to COVID pandemic, the enclosed data is reflective of unadjusted math student performance on the 2018 Spring SOL assessments for the separate Graded and Montessori programs and the combined whole school performance:</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 2020 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% performance for <i>Black students</i>; 75% for <i>Economically Disadvantaged students</i> and decrease failure rate by 10% for <i>Students with Disabilities (SWD.)</i></p>	<p>Administer virtual formative assessments to 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 CLT meetings and quarterly</p>	<p>Challenge and Engage All Learners</p> <p>Eliminate Achievement Gaps</p> <p>Ensure Quality Staff</p>	<p>September to June</p> <p>September to June</p>	<p>School Testing Coordinator, Math Coach, ELL Teachers, SPED Teachers, Classroom Teachers</p> <p>Administration Math Coach, School Testing Coordinator, Classroom Teachers, ELL Teachers, SPED Teachers</p>	<p>Benchmark Data, Data Analysis Charts, PLC minutes</p> <p>Benchmark Data, Data Analysis Charts, PLC minutes</p>
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		collaborative and data analysis planning days – <u>Title 1 Funded.</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		September to June	Administration Math Coach, ELL Teachers, Classroom Teachers, SPED	Data Charts, Benchmark Performance Data, PLC minutes

		not performing at grade level to enhance student mastery of foundational mathematics skills and concepts. – <i>Title 1 Funded.</i>			Teachers	
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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>	Eliminate Achievement Gaps	September to June	Administration School Testing Coordinator, Literacy Coach, Classroom Teachers, ELL Teachers, SPED Teachers	Benchmark Data, Data Analysis Charts, PLC minutes																														
Provide instructional staff with targeted professional development to enhance	Ensure Quality Staff	September to June	Literacy Coach, Department of Teaching and Learning Specialists and Workshops and	Instructional Walk-Thrus, Instructional Lesson Plans and PLC minutes																														

		instructional strategies to meet the diverse learning needs of student population.			Conferences- <u>Title 1 Funded</u>	
		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	<u>All Instructional staff</u> will participate in professional development to	Establish school-wide committee to support implementation of	Challenge and Engage All Learners	Weekly	Administration , School Counselor, School	PBIS Leadership Team Meeting minutes

environments and enhance student and teacher relationships to ultimately lead to increased student achievement and success.	begin initial stages 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.	PBIS to include developing matrix.	Eliminate Achievement Gaps Provide Optimal Learning Environments		Psychologist, 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 – Title 1 Funded.		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 – Title 1 Funded.		Quarterly	Administration 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		September to June	PBIS Coordinator PBIS Leadership Team	Newsletters Staff feedback surveys, PLC minutes, Data Analysis of behavior referrals and infractions

		learning environment.				
		Utilize data system to actively collect student data, monitor student progress and support grade level and school wide incentives and interventions – <u>Title 1 Funded.</u>		November to June	PBIS Coordinator PBIS Leadership Team	Data grids Grade level Newsletters
Family and Community Engagement	Engage in ongoing and consistent family and community engagement to address impact of school closure on students social, emotional and academic development and achievement.	Prior to the beginning of the school year, staff conducted individualized family check-ins, phone calls and/or flexibly scheduled support sessions to ensure that families were connected to the school and had access to resources to enhance student readiness given the distance learning framework.	Foster partnerships with families, community, and staff to support the success of our students.	August to September	Administration Guidance Counselor Social Worker Classroom Teachers	Communication Log
		Engage families in their children’s learning and increase the accessibility of community outreach by providing	Foster partnerships with families, community, and staff to support the success of our students.	August to September	Administration Guidance Counselor Social Worker Classroom Teachers	Communication Log

		resources/communication in multiple language; scheduling monthly Principal's Chats; providing families with childcare and meals as needed; leveraging opportunities for engagement during distance learning.				
		Schedule literacy and math parent and student community events to provide families with specific strategies and links to enhance student learning and achievement.	Eliminate Achievement Gaps	August to September	Administration Guidance Counselor Social Worker Classroom Teachers	Flyers; Parent Feedback