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

School Name: **KEY ES**   School Principal: **Marleny Perdomo**

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	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)
Due to Schools closing for Covid19, we do not have SOL scores for SY 2020. *We will continue to keep our School Performance Priorities based on end SOL assessments for students in grades 3-5* **Spanish-MATH** **SY 2018-19** 84% of students grades 3-5 at Key ES passed the Math SOL 25% of students obtained pass/advanced	During school Year 2020-21 30% of students in grades 3-5 will receive a pass advanced score on Math SOL exams. Additionally, the fail rate for all subgroups will be reduced by 10%. Targets are as follows: All students 85%, SWD 42%, LEP 75%, Black 82%, Hispanic 78%, Ec. Dis. 73%)	Multiple Pathways to Student Success	Engage instructional staff in analyzing student performance data and provide ample opportunities for collaboration across teams. Specialists are available to plan with teachers during co-curricular meetings (CoCo) to develop lessons, identify resources, determine appropriate interventions and assessments, analyze data, monitor results of intervention and identify students in need of further interventions. Spanish teachers' SMART goals will focus on Math achievement. Facilitate learning through the Math Workshop structure as appropriate within the virtual setting with the goal of maximizing instructional opportunities, reaching students at their level and adjusting groupings based on data.	Ongoing	Administrators Specialists/Math Coaches K-5 teachers	Quarterly math assessments (Performance Matters) Math Inventory MI at mid year (MOY), end of year (EOY) Monitor teacher smart goals at the beginning, mid and end of year points Examine Waggle and Dream Box data reports on a quarterly basis to monitor growth,identify areas of need.

SOL SY 18-19 All 84 % Black 73% Ec. Dis 70% Hisp. 55% LEP 72% SWD 36%	SOL SY 20-21* All 85% Black 82% Ec. Dis 73% Hisp. 65% LEP 75% SWD 42 % *goal		Facilitate close collaboration and planning between Math Coaches and Math teachers focusing on mathematical process standards. Use formative assessments such as the VA virtual quick checks to adjust groupings based on student data and other identified needs. Use data from DreamBox and Waggle to identify specific student needs, and incorporate applicable supports within those applications to enhance personalized instruction. Teachers engage in review of student work and math exemplars (deeper problem solving) on an individual basis during CoCo meetings in K-5. Provide enrichment opportunities either collaboratively with teachers or electronically accessible on Canvas or SeeSaw to accelerate and extend math students in grade 3-5 to optimize performance in preparation for grade 6 placement test/Math Inventory (MI).			CLT and CoCo (co-curricular Planning) agendas, goals and reflection will demonstrate focus on data, planning for intervention and progress monitoring data such as pre and post tests.
ENGLISH -Reading School Year 2018-19 *Due to Schools closing for Covid19, we do not have SOL scores for SY 2020.* *We will keep our School Performance Priorities based on end SOL assessments for students in grades 3-5* 74% of students grades 3-5 at Key ES passed	During School Year 2020-21, 34% of students in grades 3-5 at Key ES will receive a pass advanced on the English Reading SOL.	Multiple Pathways to Student Success	Engage instructional staff in analyzing student performance data and provide ample opportunities for collaboration across teams. English teachers' SMART goals are using Lexia data to plan instruction, monitor progress, and foster continuous growth. Provide explicit reading instruction in response to PALS, DIBELS, and Lexia data sources. Continue to provide Tier 1 responsive instruction as well as implement and monitor Tier 2 reading interventions (i.e. My Virtual Reading Coach MVRC,**Orton–Gillingham** (OG) to students in K-5	Pre-Service week Ongoing Nov. 2020	K-5 T-scale staff T-scale staff Administrators/ Reading team Reading Team	DIBELS MOY and BOY Data 3-5 Lexia Quarterly reading assessments with all students K-5 to assess reading comprehension. Monitor teacher smart goals at the

the English Reading SOL 30% of students obtained Pass/Advanced	The fail rate for all subgroups will be reduced by 10%. Targets are as follows:		Ongoing analysis and regular opportunities for discourse around data and action plans for responding.			beginning, mid and end of year points.
SOL SY 18-19	SOL SY 20-21*		Ongoing analysis of common formative assessment results to target instructional needs, promote discourse around data and formulate action plans for responding. Data wall use with fidelity.	November-May		CLT and CoCo (co-curricular Planning(Agendas, goals and reflection will demonstrate focus on data, planning for intervention and progress monitoring data such as pre and post tests.
All 74% Black 64% Ec. Dis 48% Hisp. 60% LEP 50% SWD 21%	All 76% Black 73% Ec. Dis 53% Hisp. 64% LEP 55% SWD 30% *goal		Monitor Ss reading progress as measured by Lexia detailed progress reports, and DIBELS data points. Focus on English Learners based on WIDA scores analysis and identified trends. All teachers engage in rich conversations and data analysis of language acquisition and discuss instructional practices for teaching other language learners to include cross-language planning. Ongoing development and support for teachers in cross-language teaching strategies that incorporate students' prior knowledge, skills, interests, and culture. Provide teachers with multiple opportunities to develop deeper understanding of student learning within the newly adopted virtual resources (LEXIA) as well as ongoing support during ELA instructional planning sessions to ensure students are provided opportunities for the application of new learning. Ensure metrics for reading success also include teacher-developed formative assessments	Ongoing Ongoing		

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Support Student well Being and Participation in Virtual Instruction **Your Voice Matters Survey (YVMS) Sy 19-20 Key Results** N=186 4th & 5th graders. Q4: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 you need help with something or if you feel included)? Sy 19-20 **66% Yes** Q5: Do you know who to talk to if an adult or another student touches you in a way that makes you feel uncomfortable? Sy 19-20 **78% Yes** Align the Key School Management Plan with	**The focus for Sy20-21 will be on Q4, Q5:** By June 2021, the percentage of 4th and 5th grade students answering "yes" to questions 4 and 5 will increase by 5 percent from the November 2020 pretest, as follows: Sy 20-21 N= 123 (71% of 5th G and 52% of 4th G **Q4** from 64% to 67.7% **Q5** from 89% to 93.5%	Safe, Healthy, Supported Students	Collect pre and post data via survey asking students in grades 4 and 5 about their connections/relationships with adults at school. Implement specific strategies that help families and students learn about coping skills and how to make good choices, to include: ● Second Step® Child Protection lessons in all grades addressing uncomfortable touches and identifying who students can talk to. ● Special presentation for parents, in Spanish and English, sponsored by counselors, social worker and lead by Jennifer Gross from The Arlington County Child Advocacy Center focusing on teaching parents to have age-appropriate, open conversations about our bodies, sex, and boundaries. ● Providing families with additional information to encourage and support communication with students via pamphlets in English and Spanish ● Strengthen home/school connections around wellness, anti bullying, and promote families accessing services through virtual information sessions. ● Implement daily socio-emotional learning (SEL) lessons	Fall 2020 Ongoing	Administrators, Counselors Student support staff: Social Worker, Psychologist, School Counselors, Bilingual Family Liaison Administra-tors, Equity Team Coordinator	Survey results Participation/ Attendance data

the Equity Resolution Adopted by the Arlington County Board on September 21, 2019			● Facilitate staff-student connections and communication to address participation and engagement in virtual school. ● Provide SEL training to staff, facilitate weekly SEL foci, daily morning and afternoon meetings. Sign up as a "No Place for Hate" school and sign pledge. Form Key Equity Teams that include Key staff as well as members of the Key community			Equity Team meeting Agendas, Plan of Action
Attendance, Participation and Engagement	All students at Key will be monitored for participation and engaging in virtual learning	Safe, Healthy, Supported Students	-Monitor student participation on a weekly basis using the online learning participation dashboard -Identify students with low participation in online instruction and help track interventions designed to address deficiencies in access to Internet service. -Establish an Attendance Monitoring Committee to contact students who are not connecting to class regularly, or who are connecting but not participating nor showing growth. The committee will track student participation, contact home to make sure parents are aware and collaborate on solutions to get their kids participating in virtual learning. *On hold due to virtual setting:*Strengthen partnership with the Character Ed Committee to promote a healthy school environment in which students can thrive. Incentivize students' regular and on time attendance through STAR virtual program. Library book distribution of materials	Ongoing November, 2020		Power BI report Number of families assigned a code or MiFi Number of families given additional support through Key Families in Need Fund, Sponsor a Student/Family during the Holidays Number of students assigned to a mentor (Specials teachers) Number of students participating in the STAR Virtual Program Number of students participating in SEL Clubs in English and Spanish:LEGO

			SEL clubs established by Extended Day Repurposed staff: LEGO challenge, Reading Club, Breakfast Friends, Lunch Bunch, Talent Contest	Winter, 2020		challenge, Reading Club