



APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER ACTION PLAN: 2020-2021
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 (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)																						
<p><i>Data below represents overall student performance and school performance for the Montessori students housed at Drew during the 2018-2019 school year.</i></p> <p><i>Math performance on SOL assessments indicates that 83% of students in grades 3-5 met the proficiency benchmark.</i></p> <p><i>All subgroups demonstrated significant growth however LEP, Hispanic, Econ.Dis. and Black Students are concentrated groups of focus.</i></p> <table border="1" data-bbox="108 864 379 1383"> <thead> <tr> <th></th> <th>Montessori</th> </tr> </thead> <tbody> <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> </tbody> </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>*If SOL is not administered then goal is 70% pass rate on Power Test grades K-5th.</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. 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, Reflex & DreamBox</i> 	Quarterly	School Administration; Instructional Coaches; Department of Teaching and Learning Specialists.	Agendas and Minutes; Formative Assessment Data; Anecdotal Records and Qualitative Data from Observations; Instructional Student Plans; Walkthroughs and Observations.
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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.	Detailed daily schedules and communication of asynchronous and synchronous assignments are clearly organized for students/families on SEESAW and/or CANVAS.																									
Utilize math coach to deliver job-embedded professional development to include workshops; modeling of instruction, data analysis & provide resources to enhance virtual instruction.	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.	Instructional assistants to support learning in the virtual environment (e.g., monitor student usage of Work with small groups/Monitor break out groups.																									

Data below represents overall student performance and school performance for the Montessori students housed at Drew Elementary during the 2018-2019 school year. MPSA opened 2019-2020 school year but the SOL was not administered due to Covid.

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%.

If SOL is not administered.
*We will maintain the 90% pass rate of students in grades K-2 that will pass the PALS benchmark. (Historically, the number of students meeting benchmarks in the spring has decreased.)
*85% of students in grades 3-5, will meet the end-of-year DIBELS composite score benchmark

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 & again during hybrid/virtual transition.
- Weekly team CLT meetings with reading coaches to ensure ongoing progress towards benchmarks and identify students for intervention.
- Children of concern are regularly brought before the group. A calendar to monitor when a child was referred for discussion, specifics on the need of the child are discussed, questions raised as a group and suggestions to try with a time limit are added to a calendar and housed in team google docs. Teams include SPED,EL teachers and coaches in weekly CLT meetings to ensure instruction is targeted across all service providers.
- 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 OG & additional small group support using Structured Literacy practices.

Quarterly

School Administration; Classroom Teachers, Instructional Coaches, EL teachers, SPED teachers and Instructional Assistants.

Agendas and Minutes; Assessment Data; Anecdotal Records Instructional Student Plans; virtual observations.

Detailed daily schedules and communication of asynchronous and synchronous assignments are clearly organized for students/families on SEESAW and/or CANVAS.

Instructional assistants to support learning in the virtual environment (e.g., monitor student usage of Reading A-Z and Lexia). Work with small groups/Monitor break out groups.

Provide small, targeted group instruction in reading and writing by:

- Using the Montessori curriculum and materials and/or the structured literacy model, with extensive support for: oral reading fluency, vocabulary, decoding, comprehension and writing
- Providing small group instruction based upon Lexia data, PALS, DIBELS and/or running record data maintained in MPSA data umbrella
- Using core resources: LEXIA, RAZ, UFLI, the Pioneer Valley Digital Footprints collection, as well as language supports for Els
- Increased number of shorter, targeted reading groups at student instructional levels using Montessori lessons or structured literacy lessons to improve focused instruction in identified areas for increased virtual/hybrid student engagement.
- Continuously share data with 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

School Administration; Classroom Teachers, Instructional Coaches, EL teachers, SPED teachers and Instructional Assistants

Lexia skills report
Running Records
Anecdotal notes
Montessori toolkits
Flyleaf
Pioneer Valley Literacy Footprints (licenses activated by parents, training movies /to be placed in MPSA CANVAS CLT course)

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.	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.	Multiple Pathways to Student Success	Increase communication between school and home through weekly School Talk messages and Coffee Chats. Mondays PTA School Talk & Fridays from MPSA. Coffee Chats weekly/biweekly/monthly throughout the year to address topics of concern and respond to questions.	Weekly & monthly	School Administration, Admin Asst. and PTA leadership.	Parent attendance at Coffee Chats & PTA meetings. Agenda and Minutes Recorded & Shared
		Student Well-Being: Healthy, Safe & Supported Students	Provide ongoing social/emotional support to students either virtual/hybrid throughout the year. <ul style="list-style-type: none"> Go Zen Family Subscription Mindfulness Lessons Bi-Weekly classroom lessons with counselor SEL classroom lessons-AM/PM meetings Social Snack/Lunch w/MPSA staff volunteers 	Weekly & Bi-Weekly	Guidance Counselor, PTA, school admin team & MPSA staff	
		Partnerships	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 2021	Quarterly	School Administrators; Instructional Coaches and Staff.	
		Engaged Workforce	Use data from the Your Voice Matters survey to target areas of focus and growth for parents and staff. <ul style="list-style-type: none"> Bully Prevention Safety Health & Well Being Increased Leadership Opportunities 	Monthly	Instructional Leadership Team, Instructional staff, School Administration	
			Participate in year 1 of Deep Equity training to support our diverse student population. Initiate "No Place for Hate" and form an Equity & Inclusion MPSA Committee to support both initiatives.	Quarterly	Leadership Team Members; Instructional Staff	