



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

School Name: McKinley Elementary School

School Principal: Colin Brown

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 by quarter)
<p>Based on a survey of whether students will ask for help from their teachers the following data was gathered:</p> <p>368 Responses: 1st Grade: 10 (2.7%) 2nd Grade: 21 (5.7%) 3rd Grade: 76 (20.7%) 4th Grade: 142 (38.6%) 5th Grade: 119 (32.3%)</p>	<p>By the end of 3rd quarter, students in grades 3-5 will show 10% growth of their self-reported self-advocacy skills, as evidenced by pre and post survey data.</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input checked="" type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p><u>Collective Responsibility</u> Direct instruction from teachers on how to ask for help in the virtual setting.</p> <p><u>Concentrated Instruction</u> Bullying prevention lessons and teaching the 3 Rs: Recognize, Refuse, and Report</p> <p>Counseling classroom lessons</p> <p>Students' IEP goals</p> <p>Individual meetings with Counselors</p>	<p>September</p> <p>October</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers and SPED Teachers</p> <p>Counselors and PE Teachers</p> <p>Counselors SPED Teachers and Teachers Counselors</p>	



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<p>ELA: Reading</p> <p>Based on an analysis of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) comprehension task, called MAZE in grades 3-5, it was determined that 11 out of 122 third grade students, 17 out of 108 fourth grade students,</p>	<p>Third, fourth and fifth graders who failed to meet BOY benchmarks for the DIBELS comprehension task, MAZE, will meet or exceed the grade level EOY expectations, scoring in the core support range with minimal risk at their respective grade levels for</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/> Strong and Mutually Supportive Partnerships</p>	<p><u>Collective Responsibility</u></p> <p>Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p>Specialists/Administrators will participate in CLT meetings on regular basis</p> <p>Engage teachers in planning and reflection conversations to increase teacher self-directedness.</p> <p>Adhere to the seven norms of collaboration by Adaptive Schools</p> <p><u>Concentrated Instruction</u></p> <p>Use common assessments to inform and drive instruction.</p>	<p>November 2020</p> <p>Weekly beginning September 2020</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At start of each unit of study</p> <p>Throughout each unit of study</p>	<p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p> <p>Teachers, Reading Specialists,</p>	

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<p>and 44 out of 118 fifth grade students did not meet the BOY grade level benchmark. These students will need specific instructional support by enhancing the effectiveness of classroom instruction and providing structured, systematic interventions to targeted groups of students.</p> <p>This goal addresses an objective from a strategic plan under the goal of multiple pathways to</p>	<p>the 2020-21 school year.</p>		<p>Identify and unpack power standards to plan purposeful core instruction and create common assessments.</p> <p>Utilize Lexia lessons, skill builders and teacher observation data to develop structured, systematic small group instruction.</p> <p>Engage students in remediation/intervention/extension through tiered system of supports (ATSS)</p> <p><u>Convergent Assessment</u> Develop, administer, and analyze common assessments to determine the specific learning needs of each child.</p> <p>Reflect on the effectiveness of instructional strategies through data analysis</p> <p><u>Certain Access</u> Monitor student progress through uniform progress monitor sheet</p>	<p>Weekly beginning Sept 2019</p> <p>January/June</p> <p>Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences</p>	<p>Instructional Lead Teacher, Administrators</p> <p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p> <p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p>	

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success for all students.			Build individual teacher capacity to provide targeted instruction at each level based on assessment data			



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<p>MATH: Based on BOY Math Inventory data, 35 students in grades 3 - 5 scored in the Basic and Below Basic levels.</p> <p>Data: Math Inventory <u>Basic:</u> 3rd: 6/14 4th: 1/14 5th: 1/7</p> <p><u>Below Basic:</u> 3rd: 7/14</p>	<p>Students who scored in the basic and below basic levels on the Math Inventory will meet or exceed the Proficient level for their respective grade levels by the end of the 2020-2021 school year.</p>	<p>Strategic Plan Goals:</p> <p><input checked="" type="checkbox"/> Multiple Pathways to Success for All Students</p> <p><input type="checkbox"/> Healthy, Safe and Supported Students</p> <p><input type="checkbox"/> Engaged Workforce</p> <p><input type="checkbox"/> Operational Excellence</p> <p><input type="checkbox"/></p>	<p>Collective Responsibility Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p>Specialists/Administrators will participate in CLT meetings on regular basis</p> <p>Engage teachers in planning and reflection conversations to increase teacher self-directedness.</p> <p>Adhere to the seven norms of collaboration by Adaptive Schools</p> <p>Concentrated Instruction Use common assessments to inform and drive instruction.</p>	<p>November 2020</p> <p>Weekly beginning September 2020</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>Weekly beginning September 2020</p> <p>Throughout each unit of study</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional</p>	

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4th: 13/14 5th: 6/7			<p>Identify and unpack standards to create common assessments – pre and formative assessments.</p> <p>Utilize pre-assessment data to collectively build units of study.</p> <p>Engage students in remediation/ intervention/extension through tiered system of supports (ATSS)</p> <p><u>Convergent Assessment</u> Develop, administer, and analyze common formative assessments to determine the specific learning needs of each child.</p> <p>Reflect on the effectiveness of instructional strategies through data analysis</p> <p><u>Certain Access</u> Monitor student progress through uniform progress monitor sheet</p> <p>Build individual teacher capacity to provide targeted instruction at each level based on assessment data</p>	<p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Weekly beginning Sept 2020 Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences, as appropriate</p>	<p>Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

