



**APS PROGRESSIVE PLANNING MODEL**  
**FIRST SEMESTER ACTION PLAN: 2017-2018**  
 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><b>MATH</b> 2017 SOL for Math</p> <p>All students <b>95.8%</b> Gap Group 1 <b>83.7%</b> Gap Group 2 <b>TS 85.7%</b> Gap Group 3 <b>87.5%</b> SWD <b>TS 75%</b> LEP <b>TS 76.2%</b> Eco. Dis. <b>TS 82.1%</b> White <b>97.2%</b> Asian <b>92.3%</b> Other <b>100%</b></p> <p>Based on the 2<sup>nd</sup> grade EOY and/or 3<sup>rd</sup> grade BOY, 12 students did not meet benchmark and 30 students scored 430 or below on the 3<sup>rd</sup> and 4<sup>th</sup> grade math SOLs for the end of the 2017 school year.</p>	<p>Third graders who scored less than 40% on the 3rd grade Interactive Achievement BOY assessment and 4<sup>th</sup> and 5<sup>th</sup> graders who scored 430 or below, (or had significant supports) on their 3<sup>rd</sup> or 4<sup>th</sup> grade math SOL will meet or exceed the 400 SOL score benchmark in math for their respective grade levels for the 2017-18 school year.</p>	<p><input checked="" type="checkbox"/> 1. Challenging/Engaging Program  <input checked="" type="checkbox"/> 2. Eliminating Gaps  <input type="checkbox"/> 3. High Quality Staff  <input checked="" type="checkbox"/> 4. Optimal Learning Environments  <input checked="" type="checkbox"/> 5. The Whole Child</p>	<p><b><u>Collective Responsibility</u></b> 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><b><u>Concentrated Instruction</u></b> Use quarterly math and other common assessments to inform and drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data to collectively build units of study</p> <p>Engage students in remediation and/or intervention through tiered system of supports (ATSS)</p> <p><b><u>Convergent Assessment</u></b> Develop and use common formative assessments</p> <p>Determine the specific learning needs of each child and the effectiveness of instruction</p>	<p>September 2017</p> <p>Weekly beginning September 2017</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>Throughout each unit of study</p> <p>Throughout each unit of study</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

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			<p><b><u>Certain Access</u></b>            Monitor student progress through uniform progress monitor sheet</p> <p>Build capacity for individual teachers at each tier level</p>	Weekly beginning Sept 2017 Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences, as appropriate	Teachers, Math Coach, Instructional Lead Teacher, Administrators	

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<p><b>READING</b> 2017 SOL for Reading</p> <p>All students <b>95.2%</b> Gap Group 1 <b>80.5%</b> Gap Group 2 <b>TS 71.4%</b> Gap Group 3 <b>93.5%</b> SWD <b>TS 75%</b> LEP <b>TS 72.2%</b> Econ. Dis. <b>TS 80%</b> White <b>96.4%</b> Asian <b>91.7%</b> Other <b>100%</b></p> <p>Based on BOY PALS, 17 3<sup>rd</sup> grade students scored below benchmark on BOY assessments; 47 students scored 430 or below or require additional supports based on the 3<sup>rd</sup> or 4<sup>th</sup> grade reading SOL for the end of the 2017 school year.</p>	<p>Third graders who failed to meet BOY benchmarks for PALS and/or 4<sup>th</sup> and 5<sup>th</sup> graders who scored 426 or below on their 3<sup>rd</sup> or 4<sup>th</sup> grade reading SOL (or had significant supports) will meet or exceed the 400 SOL score benchmark in reading for their respective grade levels for the 2017-18 school year.</p>	<p><input checked="" type="checkbox"/> 1. Challenging/Engaging Program  <input checked="" type="checkbox"/> 2. Eliminating Gaps  <input type="checkbox"/> 3. High Quality Staff  <input checked="" type="checkbox"/> 4. Optimal Learning Environments  <input checked="" type="checkbox"/> 5. The Whole Child</p>	<p><b><u>Collective Responsibility</u></b> 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><b><u>Concentrated Instruction</u></b> Use quarterly reading and other common assessments to inform and drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data to collectively build units of study</p> <p>Engage students in remediation and/or intervention through tiered system of supports (ATSS)</p> <p>Implement Lucy Calkins Reader and Writer Workshops with fidelity</p> <p><b><u>Convergent Assessment</u></b> Develop and use common formative assessments</p> <p>Determine the specific learning needs of each child and the effectiveness of instruction</p> <p><b><u>Certain Access</u></b></p> <p>Monitor student progress through uniform progress monitor sheet</p> <p>Monitor progress by administering PALS at the midyear and EOY</p>	<p>September 2017</p> <p>Weekly beginning September 2017</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>Throughout the year</p> <p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Weekly beginning Sept 2017</p> <p>January/June</p> <p>Staff meetings, Lead</p>	<p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p>	

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			Build capacity for individual teachers at each tier level	Teacher meetings, CLT meetings, Observation conferences		

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<p>Based on the Youth Behavior Risk Survey-Swanson summary of results; 31% of 6<sup>th</sup> graders often or very often feel stressed by school. Also, based on increased referrals to the McKinley counselor related to stress and anxiety.</p> <p>This goal addresses an objective from The Whole Child Working Group. The report states: APS nurtures students' intellectual, personal, social and emotional development with services and strategies that support students and their families. APS enables each student to learn</p>	<p>By May of 2018 school counselors will conduct tier one and tier two activities to decrease stress and anxiety for grade 5 students transitioning from McKinley to middle school.</p> <p>After participating in these interventions students will demonstrate decrease in stress and anxiety related to middle school transition.</p> <p>They will identify a coping skill such as breathing or self-talk, for dealing with physical symptoms or stress related to anxiety. They will also name a trusted adult with whom they can confide about stress and anxiety. Skill</p>	<p><input type="checkbox"/> 1. Challenging/Engaging Program</p> <p><input checked="" type="checkbox"/> 2. Eliminating Gaps</p> <p><input type="checkbox"/> 3. High Quality Staff</p> <p><input checked="" type="checkbox"/> 4. Optimal Learning Environments</p> <p><input checked="" type="checkbox"/> 5. The Whole Child</p>	<p><b><u>Collective Responsibility</u></b></p> <p>Counselors collaborate with grade 5 teachers and grade 6 counselors to deliver developmentally appropriate lessons about transitioning to middle school and identifying and managing anxiety to all 5<sup>th</sup> graders.</p> <p>Counselors collaborate with teachers, administrators and parents to identify students who would benefit from tier 2 support with transitioning to middle school and dealing with anxiety. Information was collected through a pre and post needs assessment.</p> <p>Interventions will also include a brief parent presentation about recognizing and responding to student stress.</p> <p><b><u>Concentrated Instruction</u></b></p> <p>Needs assessment will identify situations related to transitioning to middle school that can cause anxiety. Students will learn to apply calm down techniques in those scenarios. In small group, students will work on identifying physical symptoms of anxiety and using calm down techniques to assist.</p> <p>Counselor will conduct at least 2 classroom counseling lessons for all grade 5 students and at least one focused small group for identified students.</p>	<p>December 2017</p> <p>February 2018</p> <p>April 2018</p> <p>January-April 2018- based on pre-assessment, classroom lessons targeting areas of concern; Swanson counselors visit; field trip; parent nights.</p> <p>Lessons will be conducted beginning in February through May</p>	<p>School counselors, teachers, administrators, parents</p> <p>Counselors</p> <p>Counselors, parents</p> <p>Counselors</p> <p>Counselors and teachers</p>	

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<p>and develop their potential.</p>	<p>development will be measured by administered pre and post needs assessment.</p>		<p><b><u>Convergent Assessment</u></b></p> <p>A pre-needs assessment will be administered to the whole 5<sup>th</sup> grade to determine framework for the lessons provided.</p> <p>Students participating in small group will also complete pre and post assessments to measure progress. At the end of each group students will complete an exit ticket to target interventions for the following week. A posttest will be administered after the last group session.</p> <p><b><u>Certain Access</u></b></p> <p>All group members will have the time and support needed to learn resiliency and coping skills.</p>	<p>January 2018 pre-assessment of anxiety related to middle school transition.</p> <p>May 2018 post assessment of anxiety related to middle school transition.</p> <p>Throughout the year</p>	<p>Counselors</p> <p>Counselors</p> <p>School counselors, teachers, administrators, parents</p>	