ATTACHMENT 2B

APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2016-2017
School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Nottingham Elementary

School Principal: Mary Beth Pelosky, Principal
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SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOAL #1	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 at 30, 60, 90 and 120 Days)
95.7% of all students in grades 3-5 passed the 2016 Spring Reading SOL. *Of those students, 45% of them achieved a score that fell within the pass advanced range.* *Of the current Nottingham students who took SOLs last year in 3rd and 4th grades, 32.5% of them achieved a score in the pass advanced range.* *2016-2017 AMO—75%*	**For the 2016-2017 SY, at least 43% of all students in grades 3-5 will achieve a score in the Pass Advanced range as measured on Spring 2017 Reading SOL assessments.** • 27/75 (36%) of current 4th graders earned a pass advanced score last year • 31/62 (50%) of current 5th graders earned a pass advanced score last year	**Goal 1**: Ensure that every child is challenged and engaged. **Goal 4**: Provide optimal learning environments	Progress monitoring meetings (including Instructional Staff , Administration, Specialists, and Coaches) that engage in analysis of student performance data Continued implementation of Lucy Calkins' Reader's Workshop, including, but not limited to: differentiated small group and individualized instruction in 4th and 5th grades. First year of implementation in 3rd grade. Data team meetings to analyze student data, plan professional and staff development opportunities that target school goals, discuss implementation of best practices, etc. Resource Teacher for the Gifted provides push-in and CLT planning support for high achieving students; RTG participates in weekly grade level planning meetings as needed by individual teams Use of prompting guides (part of LLI kits) to support comprehension, fluency, and decoding discussions at all levels of Bloom's taxonomy Targeted staff development continuing to ensure teacher knowledge/fidelity to program/best practices,	Ongoing each month Ongoing Ongoing Weekly Weekly	Data Team (Administrators , classroom teachers, Coaches/Specialists, Student Services staff) Grade Level Progress Monitoring Teams Reading Specialists Exemplary Project Coordinator ESOL/HILT Teacher Grade Level Teachers	Running Records, PALS, DRA and independent and guided reading conferences Grade level and Data Team agendas and minutes Quarterly IA assessments Gifted Differentiation Forms Grade Level Student Progress Monitoring Meeting Minutes Agendas from year-long Professional/Staff developments at Nottingham, including Professional Development Day Spring 2017 SOL Results

	• 13/92 (14%) of students currently in grade 3 are identified gifted in ELA.		including but not limited to, day long training with Lucy Calkins of TCRWP Reading teachers planning with and supporting new teachers with modeled lessons with an emphasis on targeting instruction for students at their ability levels Use of technology to support student learning, providing students with opportunities to participate at their level (e.g., Raz Kids) as well as to provide project-based extension opportunities through the 1:1 initiative Schoolwide focus on the workshop model of explicit teaching and grouping in reading, a framework that supports all students and one in which teachers can observe and learn from one another Knights' Block (ATSS) focus on ELA which provides enrichment for students requiring that level of differentiation	Weekly Weekly Ongoing August-June 3 days/week (2nd-4th qtrs)	Specialist, Gifted Services Resource Teacher for the Gifted	1:1 Literacy Initiative final projects
SCHOOL PERFORMANCE PRIORITIES **(Based on Summative Performance Data)**	**ANNUAL PERFORMANCE GOAL# 2**	**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**
93.9% of all students in grades 3-5 passed the 2016 Spring Math SOL. *46.7% of those students achieved a score falling within*	**For the 2016-2017 SY, at least 42% of all students in grades 3-5 and at least 46% of**	**Goal 1**: Ensure that every child is challenged and engaged.	Resource Teacher for the Gifted provides push-in and CLT planning support for high achieving students; RTG participates in weekly grade level planning meetings as needed by individual teams Data conversations amongst staff (Instructional, Administration and Specialists) that engage in analysis of student performance data	Weekly Monthly	Data Team (Administrators, classroom teachers, Coaches,	Quarterly Power Schools, Mid-year and other assessments for students identified as working below grade level.

the pass advanced range. *Of the current 4th and 5th grade students who took SOLs last year in 3rd and 4th grades, 35.5% achieved a score in the pass advanced range.* *2016-2017 AMO—70%*	**students will achieve a score in the Pass Advanced range as measured on Spring 2017 Math and Science SOL assessments, respectively.** Tiered Goal: ● 21/76 (27.6%) of current 4th graders earned a pass advanced score last year ● 41/62 (66.1%) of current 5th graders earned a pass advanced score last year ● 15/92 (16.3%) of current 3rd graders are identified gifted in math.	**Goal 4**: Provide optimal learning environments	Analysis of student SOL data results from Spring 2016 to target areas to improve/focus instruction Extended Gr. 6 Math curriculum pacing and planning in Grade 5 Cluster grouping at Grades 4 and 5, which includes the support of additional staff and resources in order to provide students smaller group, targeted instruction and differentiated instruction Progress monitoring meetings amongst staff (Instructional, Administration, Specialists) that engage in analysis of student performance data Exemplar math problems with student reflection and Continental Math Leagues participation for students in grades 3-5 Formation of 24 team to compete in county-wide APS league Analysis of Power Schools assessment results to target instruction and inform teaching Schoolwide focus on the workshop model of explicit teaching and grouping in math, a framework that supports all students Unit planning with the Science Lead Teach Project Lead the Way (STEM) activities that focus on 5th grade science standards and/or a review of 4th grade standards Increase in the number of hands on activities (experiments) during science lessons that are clear and purposeful "Scientist in the Classroom" weekly visits to each 5th grade classroom during science Science Lead Teacher co-teaches a science lesson once a week in each classroom Administration of quarterly science Power Test with review and analysis of data to determine	August-November January 2017 Ongoing Ongoing Ongoing Spring Quarterly Ongoing Quarterly 2nd-4th quarters Weekly Weekly	Specialists, Student Services staff) Math Coach Math Lead Teacher Resource Teacher for the Gifted ESOL/HILT Teacher Special Education Teachers Grade Level Teachers	Grade level meetings re: Cluster grouping for flexible groupings. Team instructional planning and team data meeting minutes Quarterly Power Schools assessments (specifically focus on students identified "pass advanced") Gifted differentiation forms Grade level meeting agendas and quarter plans/projects

			areas that need re-teaching Science enrichment group will be formed during ATSS (Knights' Block)	Weekly Quarterly 2nd-4th Quarters		
SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	**ANNUAL PERFORMANCE GOAL# 3**	**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**
More than half of our Gap Group 1 students during the 2015-2016 school year were in 5th grade and have moved to middle school. They passed the Reading and Math SOLs at a 93.3% rate (14/15). The remaining students from Gap Group 1 scored below the 75% target rate. **<u>Gap Group 1</u>** **AMO Reading 72%**	**For the 2016-2017 SY, students comprising Gap Group 1 will maintain the same SOL pass rate as the 2015-2016 SY in both Reading (75%) and Math (75%).**		Data conversations amongst staff (Instructional, Specialists) that engage in analysis of student performance data Analysis of student SOL data results from Spring 2016 to target areas to improve/focus instruction Cluster grouping at Grades 4 and 5, which includes the support of additional staff and resources in order to provide students smaller group, targeted instruction and differentiated instruction Progress monitoring meetings amongst staff (Instructional, Administration, Specialists) that engage in analysis of student performance data Analysis of Power Schools assessment results to target instruction and inform teaching	Weekly November/ December Ongoing Monthly		

			Schoolwide focus on the workshop model of explicit teaching and grouping in math, a framework that supports all students	Quarterly		
			SOL Remediation in the area of math provided to invitees, many of whom are SWD			
			Continued implementation of Lucy Calkins' Reader's Workshop, including, but not limited to: differentiated small group and individualized instruction in 4th and 5th grades. First year of implementation in 3rd grade.	Weekly (December-May) Ongoing		
			Use of prompting guides (part of LLI kits) to support comprehension, fluency, and decoding discussions at all levels of Bloom's taxonomy	Quarterly		
			Use of Tier 2 and Tier 3 interventions to support struggling readers and targeting specific areas of weakness	Ongoing		
			Use of technology to support student learning, providing students with opportunities to participate at their level (e.g., Raz Kids) as well as to provide project-based extension opportunities through the 1:1 initiative	Daily		
			Knights' Block (ATSS) focus on ELA which provides targeted intervention for students who need additional support	Ongoing 3 Times a week (November-June)		

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOAL# 4	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
Students in Grades 3-5 answered "yes" to this question at the following rates over the past three years: *2015-2016:* *2014-2015: 78%* *2013-2014: 70%*	**For the 2016-2017 SY, the number of students referred to the office for disciplinary reasons will decrease by 20% from the 2015-2016 (70 total) school year. Students in grades K-5 will be referred to the office for disciplinary reasons fewer than 55 times.**	**Goal 1**: Ensure that every child is challenged and engaged. **Goal 4**: Provide Optimal Learning Environments **Goal 5**: Meet the Needs of the Whole Child	Professional learning focus related to implementation of StR Bullying Prevention program Implementation of the StR Bullying Prevention program (defining bullying behavior, documenting all cases of bullying, coaching students, contacting parents, classroom read alouds, etc.) Creation and use of online Google resource form for reports of bullying Progress monitoring meetings amongst staff (Instructional, Administration, Specialists, and Coaches) that engage in analysis of student data regarding social emotional learning Pre and post assessments of teachers regarding integration of novels/read alouds aligned to the StR curriculum Counselor participates in weekly data planning meetings Counselor meets weekly with administration to address student and parent concerns 3rd-5th Grade annual Steps to Respect program evaluation (student feedback) Any student involved in repeated instances (either bullied or demonstrating bullying behavior) is referred for counseling Use of the IAT to assist teachers in developing strategies to support students social-emotionally and to improve home-school communication in order to support students	August-June Ongoing Ongoing Monthly June 2017 Weekly Weekly June 2017 Ongoing	School Counselor Administration Grade Level Progress Monito Classroom Teachers Student Services Team	Teacher Work Week training for all staff, including Extended Day and Lunchroom Staff. Quarterly Counseling Advisory Committee meeting minutes Grade Level Google Docs/ Meeting Agendas and Quarter Plans/ Projects Weekly meeting notes between counselor and administrators Monthly Student Progress Monitoring meeting notes Annual Steps to Respect Program summary and evaluation

			Training of lunch staff and Extended Day in StR procedures Staff participation in Responsive Classroom training			