



ASHLAWN MANAGEMENT PLAN PROGRESSIVE PLAN

FIRST SEMESTER ACTION PLAN: 2018-2019 School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Ashlawn Elementary

School Principal: Breonna McClain

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 at 30, 60, 90 and 120 Days)
<p>Ashlawn students performed as follows on the 2018 SOL assessments for reading:</p> <p>All Students: 86.1% Gap Group 1: 66.1% Gap Group 2: 78.9% Gap Group 3: 57.1% SWD: 52.6% LEP: 60.3% Eco. Dis: 57.5% Asian: 84.4% White: 95.5%</p>	<p>For the 2018-2019 school year, reading achievement as measured by the end-of-year SOL assessments, will improve by:</p> <p>Gap Group 1: 3% Gap Group 2: 5% Gap Group 3: 10% SWD: 10% LEP: 10% Eco. Dis: 5% Asian: 3% White: 2%</p>	<p>Multiple pathways to student success</p>	<p>1. Weekly grade level Collaborative Team Meetings including Literacy Coach, Resource Teacher for Gifted, ESOL, Special Ed, Reading and General Ed staff. In addition, meet weekly with Reading/ Intervention Team</p> <p>2. Monitor the progress of all students and interventions through grade level data sheets</p> <p>3. Provide a double dose of direct reading instruction for all students below benchmark</p> <p>4. Identify students who are reading below benchmark as measured by performance on SOL assessments, DRA, PALs, and Power School. Note specific area (s) of</p>	<p>Sept-June</p> <p>Sept-June</p> <p>Oct - June</p> <p>Sept-June</p>	<p>Admin, reading team, ESOL team, RTG, Sped, grade level teams</p> <p>Admin, reading team, ESOL team, RTG, Sped, grade level teams</p> <p>Admin, reading team, grade level teams</p> <p>Admin team, reading team, ESOL team, sped, grade level teams</p>	<p>CLT agendas and notes will demonstrate planning with differentiation, common assessments with data analysis and response with intervention</p> <p>CLT agendas and notes, school wide watch lists, data sheets and intervention sheet</p> <p>Grade level schedules, lesson plans, classroom observations</p> <p>Watch list, data sheets, intervention sheets, CLT</p>

			<p>reading difficulty (decoding, comprehension, fluency).</p> <p>5.Ensure a continuum of interventions to support the area of weakness in reading at each grade level to include Leveled Literacy Instruction, Orton Gillingham, and Read Well. (Spell Read, Eagle Lab)</p> <p>6.Provide at least 20 minutes a day for all students to engage in independent reading and ensure all students have access to appropriate level books</p> <p>8.ESOL and Sped teachers co-teaching with general education teachers</p> <p>9. Unpack standards and create proficiency for developing, meeting and exceeding the standards. Create pre-assessments, instructional activities and post assessments that address the exceeding portion of a standard in addition to targeted instruction for all students.</p>	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p>	<p>Admin team, reading team</p> <p>Admin team, classroom teachers</p> <p>Admin team, reading team, grade level teams</p> <p>Admin team, reading team, ESOL team, sped, grade level teams</p>	<p>agendas, reading team notes</p> <p>Master schedule, intervention block, grade level schedule, list of staff trained in interventions, ATSS resources</p> <p>Master schedule, grade level schedules, classroom observations, lesson plans, classroom libraries, literacy committee and lead teacher agenda notes</p> <p>Grade level schedules, individual schedules</p> <p>PLC agendas and quarterly planning documents</p>
--	--	--	---	---	--	---

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 at 30, 60, 90 and 120 Days)
<p>Ashlawn students performed as follows on the 2018 SOL assessments:</p> <p>Math:</p> <p>All Students: 86.6%</p> <p>Gap Group 1: 73.2%</p> <p>Gap Group 2: 68.4%</p> <p>Gap Group 3: 60.7%</p> <p>SWD: 67.2%</p> <p>LEP: 68.5%</p> <p>Eco. Dis: 63.5%</p> <p>Asian: 83.3%</p> <p>White: 96.6%</p>	<p>For the 2018-2019 school year, achievement as measured by the end-of-year SOL assessments, will improve by:</p> <p>Gap Group 1: 2.5%</p> <p>Gap Group 2: 10%</p> <p>Gap Group 3: 4%</p> <p>SWD: 3%</p> <p>LEP: 2%</p> <p>Eco. Dis: 2%</p> <p>Asian: 5%</p> <p>White: 1%</p>	<p>Multiple pathways to student success</p>	<p>1. ESOL and SPED teachers co-teaching with general education teachers</p> <p>2. Ensure a continuum of interventions to support the area of weakness with progress monitoring and use of intervention time. This is to include hands on science lessons in a small group setting</p> <p>3. Unpack standards and create proficiency for developing, meeting and exceeding the standards. Create pre-assessments, instructional activities and post assessments that address the exceeding portion of a standard in addition to targeted instruction for all students.</p> <p>4. Provide time for the use of DreamBox and professional development to staff on monitoring progress</p>	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p>	<p>Admin team</p> <p>Admin team, lead teachers, CLT's</p> <p>Admin team, reading team, ESOL team, sped, grade level teams</p> <p>Math coach and teachers</p>	<p>Grade level schedules, individual teacher schedules</p> <p>Watch list, data sheets, intervention sheets, CLT agendas, reading team notes, Master schedule, intervention block, grade level schedule, list of staff trained in interventions, ATSS resources</p> <p>PLC agendas and quarterly planning documents</p> <p>DreamBox progress monitoring; staff meeting notes</p>

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 at 30, 60, 90 and 120 Days)
<p>The 2017-2018 school year Your Voice Matters survey revealed an area of growth in student and family engagement (challenged, involved and connected).</p> <p>Only 33% of students responded favorably that they were challenged by what they learned in class.</p> <p>62% of parents responded favorably to the section of Student and Family Engagement (Challenged, Involved and Connected). With only 18% responding favorably that their child's school works is challenging.</p>	<p>For the 2018-2019 school year, student and family engagement will increase as measured by the Your Voice Matters Survey. Results will improve by:</p> <p>Students response to feeling challenged by what they learned in class: 50%</p> <p>Parents response to student and family engagement section: 70%</p> <p>Parent response to child's school work is challenging: 30%</p>	<p>Multiple pathways to student success</p> <p>Partnerships</p>	<ol style="list-style-type: none"> 1.Enhance communication from the school to home via weekly learning logs which contains information from the principal, what is being learned in the classroom from teachers and ways parents can engage at home from teachers, specialists and student services team 2. Unpack standards and create proficiency for developing, meeting and exceeding the standards. Create pre-assessments, instructional activities and post assessments that address the exceeding portion of a standard in addition to targeted instruction for all students. 3.Standards based reporting and instruction 4. Host parent workshops on what instruction looks like via a workshop model 5. Provide more opportunity for students to set goals and self-reflect and share that with parents 	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>2 times a year</p> <p>Sept-June</p>	<p>Admin, All Staff</p> <p>Admin, coaches, all teachers</p> <p>Admin, coaches, all teachers</p> <p>Teachers and coaches</p> <p>Admin, ITC, all T-Scale</p>	<p>Weekly newsletter sent via School Talk</p> <p>PLC agendas and quarterly planning documents</p> <p>School newsletters, conferences, parent informational sessions</p> <p>Promoted through school talk, and learning logs, planning documents of what is shared with parents</p> <p>Learning Logs, conferences, See Saw, Twitter</p>

