



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

School Name: Nottingham Elementary School

School Principal: Eileen Gardner

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>MATH 2018 SOL for Math</p> <p>All students 93.7% Gap Group 1 75.5% Gap Group 2 100% Gap Group 3 83.3% SWD 63.6% LEP 75.5% Eco. Dis. 63.6% White 93.9% Asian 100% Other 94.1%</p> <p>Based on the 2nd grade EOY, 18 students did not meet benchmark and 48 students scored 430 or below on the 3rd and 4th grade math SOLs for the end of the 2018 school year.</p>	<p>Third graders who scored less than 70% on the 2nd grade Interactive Achievement EOY assessment and 4th and 5th graders who scored 430 or below, on their 3rd or 4th grade math SOL will meet or exceed the 400 SOL score benchmark in math for their respective grade levels for the 2018-19 school year.</p>	<p><input checked="" type="checkbox"/> STUDENT SUCCESS <input checked="" type="checkbox"/> STUDENT WELL-BEING <input type="checkbox"/> ENGAGED WORKFORCE <input type="checkbox"/> OPERATIONAL EXCELLENCE <input type="checkbox"/> PARTNERSHIPS</p>	<p><u>Collective Responsibility</u> Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p><u>Concentrated Instruction</u> Use quarterly math and other common assessments to inform/drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data</p> <p>Engage students in remediation and/or intervention</p> <p><u>Convergent Assessment</u> Determine the specific learning needs of each child and the effectiveness of instruction</p> <p><u>Certain Access</u> Develop a progress monitor system to track student progress</p> <p>Build capacity for individual teachers at each tier level</p>	<p>September 2018</p> <p>Weekly beginning September 2018</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>Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences, as appropriate</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> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

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<p>READING 2018 SOL for Reading</p> <p>All students 93.3% Gap Group 1 77.8% Gap Group 2 100% Gap Group 3 94.4% SWD 72.7% LEP 81.8% Econ. Dis. 77.8% White 92.4% Asian 100% Other 94.1%</p> <p>Based on BOY PALS, 21 3rd grade students scored below benchmark on BOY assessments; 58 students scored 430 or below or require additional supports based on the 3rd or 4th grade reading SOL for the end of the 2018 school year.</p>	<p>Third graders who failed to meet BOY benchmarks for PALS and/or 4th and 5th graders who scored 430 or below on their 3rd or 4th 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 2018-18 school year.</p>	<p><input checked="" type="checkbox"/> STUDENT SUCCESS <input checked="" type="checkbox"/> STUDENT WELL-BEING <input type="checkbox"/> ENGAGED WORKFORCE <input type="checkbox"/> OPERATIONAL EXCELLENCE <input type="checkbox"/> PARTNERSHIPS</p>	<p><u>Collective Responsibility</u> Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p><u>Concentrated Instruction</u> Use quarterly math and other common assessments to inform/drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data</p> <p>Engage students in remediation and/or intervention</p> <p><u>Convergent Assessment</u> Determine the specific learning needs of each child and the effectiveness of instruction</p> <p><u>Certain Access</u> Develop a progress monitor system to track student progress</p> <p>Build capacity for individual teachers at each tier level</p>	<p>September 2018</p> <p>Weekly beginning September 2018</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>Routinely throughout the school year</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> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	

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<p>In the 2017-18 school year, the counseling department tracked the number of referrals for counseling, based on grade level, referral source and type of need. For the school, the most common referral problem was social skills/peer conflict (25%). Bullying accounted for 15% of referrals.</p>	<p>By Memorial Day 2019, there will be a 10% reduction in the number of referrals for individual counseling for third graders relating to peer conflict and bullying, compared to the number of referrals in 2017-18 for the 2nd grade class.</p>	<p><input checked="" type="checkbox"/> STUDENT SUCCESS <input checked="" type="checkbox"/> STUDENT WELL-BEING <input type="checkbox"/> ENGAGED WORKFORCE <input type="checkbox"/> OPERATIONAL EXCELLENCE <input checked="" type="checkbox"/> PARTNERSHIPS</p>	<p><u>Collective Responsibility</u> <u>Parent coffees:</u></p> <ul style="list-style-type: none"> • peer conflict resolution • difficulty making friends • calming strong emotions <p>Family Resource Packs</p> <p><u>Concentrated Instruction</u> <u>Third grade <i>Second Step</i> lessons:</u></p> <ul style="list-style-type: none"> • Making friends • Handling peer pressure <p>Third grade individual counseling for identified students</p> <p><u>Convergent Assessment</u> Fall and spring data analysis</p> <p><u>Certain Access</u> Small group counseling (8 weeks): social skills/perspective taking will be offered for eight weeks</p>	<p>October January March</p> <p>Ongoing</p> <p>May 2018</p> <p>January 2018</p> <p>October/June</p> <p>Fall 2018</p>		