



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2018-2019
School Performance Priorities and Actions to be Taken
to Address Student Achievement**

OAKRIDGE ELEMENTARY SCHOOL

DR. LYNNE WRIGHT

School Name: _____

School Principal: _____

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>Improve overall student reading proficiency.</p>	<p>During the 2018-19 school year, 100% of Oakridge students will have made one to one and a half years progress in reading proficiency.</p>	<p>Goal 1: Student Success</p> <p>Goal 3: Engaged Workforce</p>	<ol style="list-style-type: none"> 1. Strengthen core reading instruction through the implementation of the Readers and Writers Workshop Models 2. Identify grades 3-5 students who have exited ESOL/HILT and failed the reading SOL, to participate in after-school tutoring 3. Maintain a standards-based data umbrella, using the Synergy Grade Book, to monitor the intervention learning cycle 4. Continue to align MOSAIC exemplary project deeper learning lessons and experiences with reading/writing standards 5. Facilitate data-driven quarterly meetings to provide opportunities for instructional planning to provide challenging, deeper learning opportunities for all children 6. Adjust PLC schedule to better provide flexibility for teachers to plan to meet student needs 	<ol style="list-style-type: none"> 1. Completed by end-of-first quarter 2. Students identified and grouped, intervention started 9/17 3. Ongoing 4. Ongoing 5. Quarterly 6. On-going 	<ol style="list-style-type: none"> 1-3 Classroom Teachers, Specialists, Coaches, RTG, ESOL/HILT Teachers, Special Education Teachers 4. MOSAIC Committee 5. Classroom Teachers, Specialists, Coaches, RTG, ESOL/HILT Teachers, Special Education Teachers 6. Classroom Teachers, Specialists, Coaches, RTG, ESOL/HILT Teachers, Special Education Teachers 	

<p>Improve overall student mathematics proficiency.</p>	<p>During the 2018-19 school year, 100% of Oakridge students will have 100% proficiency of mathematics power standards, as measured by EOY assessments.</p>	<p>Goal 1: Student Success</p> <p>Goal 3: Engaged Workforce</p>	<ol style="list-style-type: none"> 1. Strengthen core mathematics instruction through the use of a Mathematics Workshop Model 2. Maintain a standards-based data umbrella, using the Synergy Grade Book, to monitor the intervention learning cycle 3. Continue to align CUBE extension activities with deeper learning lessons and experiences with STEM standards 4. Facilitate data-driven quarterly meetings to provide opportunities for instructional planning to provide challenging, deeper learning opportunities for all children 5. Adjust PLC schedule to better provide flexibility for teachers to plan to meet student needs 6. Implemented Standard Based Instruction with report cards to provide specific feedback about the learning for students and parents 	<ol style="list-style-type: none"> 1. On-going 2. Students assessed, identified and grouped, intervention started 9/5/18 3. Students identified and grouped, intervention started 9/18 4. Ongoing 5. Staff identified August 2018 6. September 2018 7. October 2018 8. On-going 	<p>1-7. Classroom Teachers, Specialists, Coaches, RTG, ESOL/HILT Teachers, Special Education Teachers</p>	
<p>Create an equitable learning environment that incorporates deeper learning for all students.</p>	<p>100% of Oakridge students will express that feel that they are respected as a member of the school community, as demonstrated on a questionnaire.</p>	<p>Goal 1: Student Success</p> <p>Goal 2: Student Well-Being</p> <p>Goal 3: Engaged Workforce</p>	<ol style="list-style-type: none"> 1. Restructure PLC purpose & schedule 2. Continue MOSAIC focus on Deeper Learning 3. Continue ASCA Model Counseling Program 4. Increase YES Club participation & focus on reading 5. Have students identify two staff members with whom they connect 6. Create equity statement and purpose shared by all members of the Oakridge community 7. Continue to recruit and retain diverse staff 8. Continue to create safe and inclusive environment for all members of the community 9. Provide opportunities for children to provide feedback on instruction 	<p>On-going</p>	<p>1-10. Classroom Teachers, Specialists, Coaches, RTG, ESOL/HILT Teachers, Special Education Teachers</p>	

			10. Continue STEAM focus in core (CUBE, Health/Sciences)			
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